DOCUMENT RESUME

ED 311 544 EA 021 311

AUTHOR Schnelker, Diane L.
TITLE The Smoother Sailing Program, 1988-1989: Report of Evaluation.
INSTITUTION Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE 27 Sep 89
NOTE 115p.
AVAILABLE FROM Department of Evaluation, Resarch, and Testing, 1900 Grand Avenue, Des Moines, IA 50307-3382.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Coping; *Counseling Effectiveness; *Counseling Techniques; Counselor Performance; Counselor Role; Daily Living Skills; Elementary Education; Mental Health; *Skill Development; Stress Management; Well Being
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

Smoother Sailing is an expanded guidance program to facilitate the development of life coping skills among students in kindergarten through fifth grade in the Des Moines Independent Community School District. Although the philosophy, goals, and objectives of the Smoother Sailing program are consistent with the Elementary Counseling and Guidance program introduced into the district in 1985, a counselor-to-student ratio of 1 to 250 was designed to allow counselors sufficient time to more adequately meet the needs of students and provide a comprehensive developmental counseling and guidance program. Evaluation efforts examined systematic case studies; counselor activities; and building administrator, teacher, and student perceptions of the counseling program between and among three comparison groups. Other evidence suggested that Smoother Sailing counselors contributed to developing a positive educational climate. They conducted inservices with staff and other counselors, were available to provide support during parent-teacher conferences, and facilitated parent/school and student/teacher support. The appendix includes data bar graphs; a counseling program weekly log; administrator, teachers, and student perception surveys; as well as other study data. (6 references) (SI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311544

REPORT OF EVALUATION:

The Smoother Sailing Program

1988-1989

Department of Evaluation, Research, and Testing

Des Moines Independent Community School District

1800 Grand Avenue

Des Moines, IA 50307-3381

Diane L. Schnelker

Evaluation Specialist

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Approved by: Morris D. Wilson

Morris D. Wilson, Ph.D.

Director, Department of Evaluation, Research, and Testing

September 27, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Morris D. Wilson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 021 311

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION, RESEARCH, AND TESTING

EVALUATION ABSTRACT*

September 27, 1989

PROJECT TITLE:	The Smoother Sailing Program
COORDINATOR:	Charlene Wallace, Superviosr, Guidance Services
STAFF:	1.0 Coordinator 1.0 Guidance Consultant 13.5 Elementary Guidance Counselors
POPULATION SERVED:	Approximately 3570 students, K-5, at 10 elementary schools across the district. Counselors were assigned to maintain a counselor to student ratio of approximately 1 to 250.
FUNDING:	Total Revenues $408,597.39 Total Budget $382,832.00 Total Expenditures $392,093.34

DESCRIPTION:

Smoother Sailing is an expanded guidance program to facilitate the development of life coping skills among students in kindergarten through fifth grade. Although the philosophy, goals, and objectives of the Smoother Sailing program are consistent with the Elementary Counseling and Guidance program introduced into the district in 1985, a counselor to student ratio of 1 to 250 was designed to allow counselors sufficient time to more adequately meet the needs of students and provide a comprehensive developmental counseling and guidance program

Evaluation efforts examined systematic case studies, counselor activities, and building administrator, teacher, and student perceptions of the counseling program between and among three comparison groups. Group 1 (Smoother Sailing) included the 10 schools served with a counselor to student ratio of approximately 1 to 250. Group 2 (Non Smoother Sailing) included schools served according to a counselor to student ratio of 1 to 850. Schools in group 3 (Control) were provided limited service with specific students and in crisis situations.

CONCLUSIONS:

The results of the evaluation of the Smoother Sailing program, alothough mixed, offer sufficient evidence to suggest that elementary guidance counselors provide a valuable service to students and staff and that a counselor to student ratio of 1 to 250 allows counselors the time required to address the needs of students more completely. Case studies and comments by administrators and teachers demonstrate the kinds of problems children experience. The nature and severity of some of these problems offers some appreciation for why these students are academically at risk.

Survey results also revealed the level of anxiety among administrators and teachers in buildings not included in the Smoother Sailing pilot project. Many felt frustrated with their inability to address student needs effectively. Staff of schools with limited counseling services appreciated the support they did receive but recognized that the amount of time spent in the building was not sufficient to adequately meet the needs of students.

While the proportion of individual, small group, and classroom experiences conducted with students did not differ markedly between counselors who served Smoother Sailing schools and those who served schools not included in the pilot, there were distinctions in additional services provided. For example, Smoother Sailing counselors contributed to more professsional staffings to determine appropriate services for specific students and were better able to confer with other counselors in the district and at human service agencies in the community, and to involve parents and families in the intervention to more adequately meet student needs than counselors working with high student to counselor ratios. They also provided more immediate services consistantly during the year than counselors at Non Smoother Sailing schools.

Other evidence suggested that Smoother Sailing counselors contrubted to developing a positive educational climate. They conducted inservices with staff and other counselors, and were available to provide support during parent teacher conferences and facilitated parent/school and student/teacher rapport.

Documentation of the impact of the program on student awareness or attitudes was less definitive. Statistical

analyses failed to identify significant differences in the level of concern about coping skills, interpersonal relationship skills, or academic/career skills, between students from Smoother Sailing schools, students from schools with limited counseling services, or students from schools without counseling services. However, an examination of the impact of the program may have been compromised by the measures used and the nature of the program being investigated. Self report measures are often unreliable indices of a characteristic. Some people respond according to their perceptions of the researcher's expectations, or according to the way they want to be perceived by researcher, rather than expressing their true feelings or beliefs. In addition, students were asked to indicate topics they wished to know mor about. Introducing topics for discussion may increase awareness and create a need for additional services rather than accurately reflect the level of awareness or attitudes about those topics.

RECOMMENDATIONS:

While results of the evaluation demonstrated that counselors serving approxiamtely 250 students provided more comprehensive servcies to students and staff, they also identified areas with implications for the Elementary Counseling and Guidance program.

1. The counseling supervisor should continue to explore alternatives to provide counseling services to all elementary schools in the district. Results of this evaluation demonstrate the need for services and the successful pilot of the Smoother Sailing program demonstrates the impact of a full time counselor on building climate, as well as on students. Until limited services are provided district wide, a complete evaluation of the district Elementary Counseling and Guidance program cannot be conducted.
2. One of the advantages of the Smoother Sailing program was the opportunity for increased emphasis on small group experiences recommended by experts in the area of child guidance. However, no data are available to support this recommendation and, although Smoother Sailing counselors did conduct an average of 2 more small groups per week than Non Smoother Sailing counselors, over 50 percent of their contacts with students were individual sessions. Given the limited support by research and counselors for small group experiences, the supervisor of guidance services, in consultation with a representative of the Department of Evaluation, Research, and Testing, should explore the relative effectiveness of various intervention methods in attaining program goals and objectives. Once identified, the findings should be incorporated into the principles of the Elementary Counseling and Guidance program.
3. While the results document services provided by counselors, they do not document the relationship between the services and the goals and objectives outlined in the Elementary Counseling and Guidance program handbook. The counseling supervisor, in consultation with a representative of the Department of Evaluation, Research, and Testing, should develop a plan to evaluate the extent to which counseling services follow curriculum guidelines.
4. The counseling supervisor should work with a representative of the Department of Evaluation, Research, and Testing to identify alternative measures of the impact of the counseling program on student self-esteem and achievement.

*A copy of the complete evaluation report is available upon request from the Department of Evaluation, Research, adn Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382

INTRODUCTION

According to the Iowa Department of Education, one of every 30 students in this state is at risk of failing the K-12 educational system (Bartusek, 1989). In general, students who are at risk of academic failure are behind in grade level by one or two years, have failing grades, dislike school, have been suspended, do not participate in extracurricular activities, have language or cultural barriers, have been pregnant, are from families on Aid to Families with Dependent Children, have a strong need for employment in entry level jobs, have no goals for post secondary education or tranining, use alcohol or other drugs, have few friends, and/or have low self esteem (Bartusek, 1989). These characteristics describe most students sometime during their academic experience.

In 1987 representatives from the Des Moines business community contacted the counseling supervisor for the Des Moines Public Schools with concerns about at risk students of Des Moines. They offered their services and resources to explore options to increase the chances for student success. Recognizing that the risk factors are often reactions to problems and circumstances with which students live and often do not have the power to change, the counseling supervisor suggested that the most effective way to help students would be to teach children the skills to deal more effectively with these situations. Because early interventions have the greatest chance for positive impact, the counseling supervisor also recommended that resources be concentrated on implementing a developmental program at the elementary level.

The business representatives accepted the recommendatoins enthusiastically and provided funds to invite some 20 elementary counseling and child development experts to a "think tank" conference in Washington D.C. in March, 1988. The purpose of the think tank was to develop a model elementary counseling program to best meet the needs of students. The results of the think tank were taken back to the Des Moines Public Schools and incorporated into the Smoother Sailing program. The program was piloted in 10 elementary schools across the district in 1988-1989. One of the provisions calls for an evaluation of the implementation and impact of the program. The results of the evaluation are presented following a description of the program and research design employed.

SMOOTHER SAILING PROGRAM DESCRIPTION

Administration and Personnel

Smoother Sailing is an expanded guidance program to facilitate the development of life coping skills among students in kindergarten through fifth grade. Primary responsibility for the program rested with the supervisor of

guidance services for the Des Moines Public Schools. Coordination of the implementation of the program was facilitated by the guidance consultant. In 1988-1989, 13.5 elementary counselors served 10 schools across the district, maintaining a counselor-to-student ratio of approximately 1 to 250.

Philosophy, Goals, and Objectives

The philosophy, goals and objectives of the Smoother Sailing program are consistent with the elementary guidance program introduced into the district in 1985. The philosophy emphasizes development of the whole child through enhancing students' feelings of self worth, improving effective decision making skills, assisting students in the formation of adequate interpersonal relationships, and helping students utilize their potential to become successful in school and in life. The elementary guidance program is a planned, sequential program that is part of the educational process and is guided by a set of 14 goals (Table 1). Curriculum objectives have been developed for each goal at the primary (K-2) and intermediate (3-5) elementary grade levels (Appendix A).

Counseling Responsibilities

Basic responsibilities of Smoother Sailing counselors are similar to elementary counselors as well. All counselors provide services to students, staff, and parents in a variety of ways. Counselors conduct classroom gudiance activities that include the teachers to ensure appropriate follow-up and reinforcement of the skills discussed. Students were also given the opportunity to participate in small group and individual counseling experiences. Placement into small groups was determined by the counselor. Individual sessions were scheduled on a priority basis. Counselors were also asked to respond to crisis situations which take precedence over all regularly scheduled activities. Counselors provide consultative services to parents, faculty, and building administration regarding the growth and development of students and appropriate resources for meeting special needs.

The major difference between the Smoother Sailing and the regular elementary guidance program is the attention counselors are able to give each of these services. Research has demonstrated that the perceived and actual effectiveness of a guidance program is inversely related to the counselor-to-student ratio (Boser, Poppin, & Thompson, 1988; Miller, Gum, & Binder, 1972; Ryan, 1984; Tamminen & Miller, 1968). The Elementary Counseling and Guidance handbook (Des Moines Public Schools, 1988) describes program responsibilities for counselors who visit buildings one day a week, one and one half days a week, two days a week, and two-to-three

a days week. The goal of each delivery system is to give every student an opportunity to meet with a counselor in some way, however the descriptions acknowledge limitations in the availability of the counselor inherent in each system. The student-to-counselor ratio of schools involved in the Smoother Sailing pilot was approximately 1 to 250, and Smoother Sailing counselors spend 100 percent of their time at a single building. They are therefore, in the best position to implement a comprehensive, developmental, elementary guidance program as originally designed.

Staff Development

Another significant component of the Smoother Sailing program was enhanced opportunities for professional development. Program funds were allocated to workshops conducted by national experts in elementary counseling. Topics included small group and child counseling techniques, and assessing and working with dysfunctional families. All elementary counselors were invited to participate in these workshops.

EVALUATION DESIGN

Method

Subjects

All but three elementary schools providing regular elementary programs in the district were divided into three groups. Group 1 (Smoother Sailing schools) included 10 schools served with the Smoother Sailing counselor to student ratio (i.e., 1:250). Group 2 (Non Smoother Sailing schools) included 16 schools served according to the counselor to student ratio employed in the district in previous years (approximately 1 to 850). Counselors assigned to the 12 schools in Group 3 (Control schools) provided support services to building staff with specific students and in crisis situations. Three schools were eliminated from the sampling pool due to their participation in an ongoing substance abuse prevention program sponsored by the National Council on Alcoholism and Other Drug Dependencies. Schools were assigned to the three comparison groups in an attempt to approximate representation of district demographic characteristics.

Counselors, building administrators, teachers and students within these three groups served as subjects to document the activities of counselors and to obtain preliminary evidence of their impact. All of the administrators, and 90.35 percent of the teachers who were asked to participate in the survey submitted responses. To increase the

Table 1. Goals of the Elementary Guidance Program

1. Students will develop positive and realistic self concepts.
2. Student will adjust effectively to the school environment.
3. Students will develop effective learning skills.
4. Students will develop effective communication skills.
5. Students will understand attitudes, beliefs, and rights of self and others.
6. Students will understand communicating and appropriately responding to their own feelings and those of others.
7. Students will become more aware of careers and the world of work.
8. Students will develop skills for effective problem solving, decision making, and goal setting.
9. Students will develop skills for coping with life changes and crises.
10. Students will develop a sense of responsibility for their own behavior.
11. Students will develop personal safety skills.
12. Students' emotional, social, physical, and academic needs will be addressed through identification of problems by school personnel with follow-up provisions being made.
13. Significant others will gain the knowledge, understanding, and skills needed to respond to the needs of students.
14. Methods of research, plannng, and evaluation to provide effective guidance and counseling services will be employed.

reliability of the results, student reactions were limited to those students enrolled in the fifth grade during the current academic year. While approximately 79.18 percent of the students sampled responded to the pre administration of the survey, complete pre and post administration data were available for approximately 52.04 percent of the students sampled. Post administration results and pre/post comparisons should therefore be interpreted with caution.

Materials/Instruments

Systematic Case Studies. All elementary counselors were asked to submit systematic case studies of cases they considered representative of their loads during the school year. A systematic case study is a detailed description of the assessment, intervention, and outcome of a given case (see Appendix B for the guidelines and an outline for a systematic case study).

Counselor Activity Sheet. Counselors were also asked to submit a record of their activities (see Appendix C). These activities included the number and type of contacts made with students.

Building Administrator Survey. Building administrators were asked to describe and evaluate the impact of the counseling services provided to their buildings. Administrators of buildings with a regularly staffed counselor rated the extent to which specific attributes were characteristic of the counseling program in their buildings. All administrators were asked to indicate the type of general services provided by counselors and the amount of time they spent providing counseling related assistance to children (see Appendix D).

Teacher Survey. Teachers were asked to provide feedback similar to the administrators (see Appendix E). Again, only those teachers in buildings staffed with a counselor were asked to respond to specific attributes of the counseling program.

Student Survey. A student survey was administered to assess student counseling needs and student awareness of, and reaction to, the counseling experience (see Appendix F). The needs assessment section included a list of 28 topics in three major categories: coping skills, interpersonal relationship skills, and academic/vocational preparation skills. Students were asked to indicate the extent to which they needed to know more about each topic listed. Space was also available for students to list topics of interest that were not included on the list.

The second section of the student survey was designed to contribute to an evaluation of the counseling

experience at the elementary level. Survey items assessed the perceived need for a counselor, the frequency and type of contacts students had with a counselor, and their evaluation of three types of counseling experiences (e.g., individual, small group, and classroom counseling).

Procedures

Budget. Actual program expenditures were compared to those budgeted to review the implementation of the program.

Systematic Case Studies. Systematic Case Studies were collected four times during the year. These times coincided with the four marking periods. In addition to providing qualitative evidence of the activities and effects of elementary counselors, these case studies were reviewed to supplement data regarding the frequency and types of interventions typically performed by counselors.

Counselor Activity Sheet. Records of counselor activities were collected on a weekly basis. Activities of counselors from Smoother Sailing schools were compared to the activities of counselors from Non Smoother Sailing schools to determine the impact of the counselor/student ratio on the services provided.

Building Administration and Teacher Surveys. Building administrator and teacher perceptions were sampled at the end of the academic year. Responses were compared between and among faculty and staff at schools in the three counselor to student ratio groups.

Student Survey. Student surveys were administered at the beginning and end of the academic year. During the initial administration, students were asked to evaluate the counseling experience during the previous year. The follow up administration assessed perceptions of the counseling contacts experienced during the current academic year. Student perceptions were compared between and among ratio groups.

RESULTS

Budget

Table 2 lists the total revenue, budget, and expenditures of the Smoother Sailing program for 1988-1989. Revenue for the first year of the program was obtained through donations from area businesses, civic organizations, and a speaking honorarium from the Iowa Department of Eductation. Although total expenditures represent 102.42 percent of the budget, it represents 95.96 percent of the total revenues for the first year.

Table 2. Smoother Sailing Revenue, Budget, and Expenditures

1988-1989

Total Revenues		$408597.39
Budget and Expenditures		
Item	Budget	Expenditures
Salaries and Benefits	$365691.00	$361847.59
Consulting Services	$9509.00	$13202.70
Supplies	$7632.00	$17043.05
Total	$382832.00	$392093.34

Systematic Case Studies

Appendix G contains a sample of six case studies selected from those submitted by elementary guidance counselors during the school year. Five of the six cases were submitted from Smoother Sailing counselors. A review of this limited sample demonstrates the scope and nature of the problems typically presented to counselors, as well as the multifaceted intervention programs often provided to remediate the problems. Counselors helped students cope with school phobia, precociousness, family substance abuse, families in trnasition, and sexual abuse, among other problems. Treatment usually included individual counseling sessions and small group experiences. Also noted in the case studies was the extent to which counselors worked with staff, family and other community resources to ensure student needs were met.

Counselor Activities

Counselor Activity Profiles

The results of an anlaysis of the weekly logs submitted between August 1988 and May 1989 demonstrates differences in the nature of the counseling programs provided at Smoother Sailing and Non Smoother Sailing schools (Appendix H). Smoother Sailing counselors had significantly more small group contacts and participated

in significantly more staffings, inservices and committee meetings, than Non Smoother Sailing counselors. On the average, Smoother Sailing counselors had two more small groups and approximately two fewer classroom guidance experiences each week than Non Smoother Sailing counselors. Smoother Sailing counselors also had more interactions with counselors in the district and at alternative services in the general public. Non Smoother Sailing counselors had significantly more classroom guidance contacts and support team consultations than Smoother Sailing counselors.

New Referrals

Analysis of the acitivity logs also indicated that the average number of new referrals recieved weekly was greater for Non Smoother Sailing counselors than Smoother Sailing counselors. There was no significant difference between the number of referrals met.

Dividing the number of referrals met by the number of total referrals received weekly yields an index of the rate of referrals met. Results, summarized by month (Figure 1), indicate that Smoother Sailing counselors had a significantly higher rate of referrals met than Non Smoother Sailing counselors throughout the year ($t = 7.48$, $p < .001$). Smoother Sailing counselors had an average rate of 88 percent and Non Smoother Sailing counselors had an average rate of approximately 60 percent. The figure also indicates that the rate of referrals met for Smoother Sailing counselors was relatively constant throughout the year. The rate of referrals met for Non Smoother Sailing counselors was less consistent.

Student Counseling Activities

According to the progam design, Smoother Sailing counselors were to divide their time with students equally between individual counseling, small group experiences, and classroom experiences. Examining the frequency of the type of student contacts made by Smoother Sailing counselors provides preliminary evidence of the relative empahsis placed on each counseling approach. Figure 2 illustrate the breakdown of student contacts according to the proportion of individual, small group, and classroom contacts; staffings, and classroom observations. Approximately one half of the student contacts for both Smoother Sailing and Non Smoother Sailing counselors were indiviudal counseling sessions.

Figure 1. Average Rate of Referrals Met

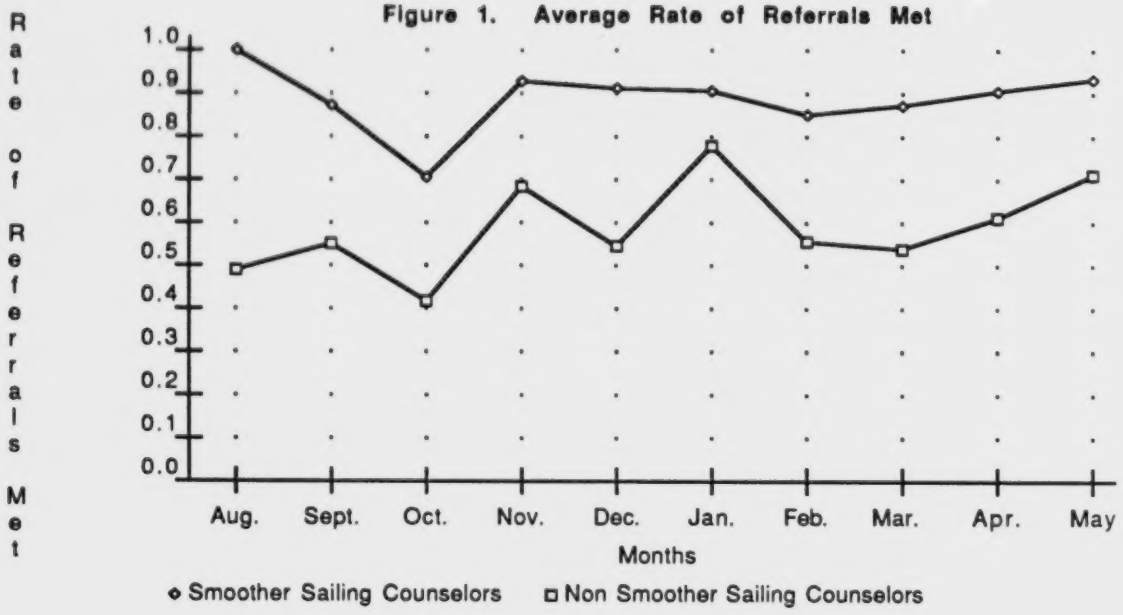
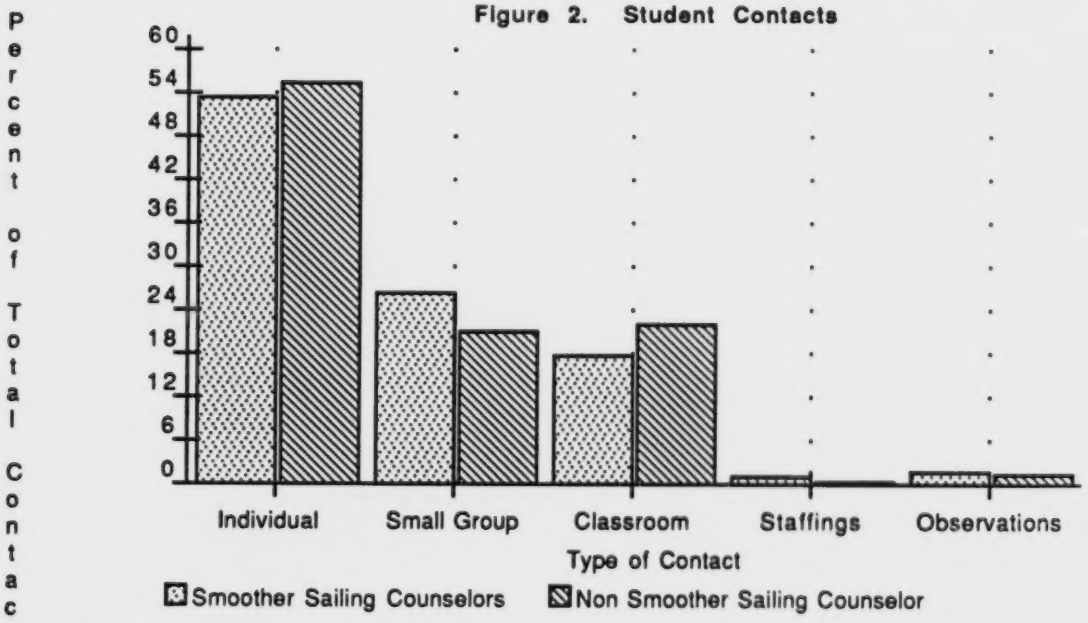


Figure 2. Student Contacts



Building Administrator Survey

Evaluation of the District Elementary Guidance Program

Building administrators who had counselors regularly assigned to their buildings were asked to evaluate the counseling program. Over 80 percent of the administrators felt that all of the characteristics listed accurately described the Smoother Sailing program (100 percent agreed on 15 of 17 items). Over 75 percent of the administrators from Non Smoother Sailing schools believed the following characteristics described the counseling program in their buildings: a counselor developed, organized, and implemented the elementary guidance program at my building, a counselor provided services beneficial to most teachers in the school, a primary focus of the counselor was developing appropriate interpersonal skills, counseling activities sensitized teachers to the personal needs of children, counseling activities contributed to creating an atmosphere conducive to learning, a counselor helped children cope with stressful life transitions such as divorce, middle school, death, etc., counseling activities contributed to developing better home/school rapport, and counseling activities contributed to developing better teacher/student rapport.

Average responses by item appear in Appendix I. Average ratings across bulidings ranged from 1.38 (strongly agree) to 2.32 (agree) on all of the items. Average ratings for administrators from Smoother Sailing schools ranged from 1.0 (strongly agree) to 1.9 (agree) and ranged from 1.56 (agree) to 2.56 (neither agree nor disagree) for administrators from Non Smoother Sailing schools. Average ratings were more positive for Smoother Sailing administrators than Non Smoother Sailing administrators on each item. Statistical analyses indicate significant discrepancies between the perceptions of Smoother Sailing and Non Smoother Sailing administrators on the following specific items: a counselor provided services and activities of benefit to all students attending school; a counselor helped in the early identification of students with "special needs"; counseling activities contributed to improving student work habits and study skills; and counseling activities contributed to developing better home/school rapport.

Counseling Activities and Additional Services

All building administrators were asked to indicate the types of experiences and services counselors provided at

their buildings. All administrators of buildings assigned a counselor confirmed that counselors conducted individual, small group, and classroom sessions. Approximately 83 percent of the administrators of Control schools indicated that counselors never met with students at their buildings.

Ninety percent of the administrators of Smoother Sailing buildings indicated that counselors also provided support during parent/teacher conferences, conducted inservices, served as an informal resource and were available for crisis intervention. Sixty percent indicated that the counselor provided personal counseling and 40 percent facilitated the transition of students from fifth grade to middle school, promoted staff relationships, developed a team spirit, and facilitated the implementation of a special study conducted at the school.

Approximately 81 percent of the administrators of Non Smoother Sailing schools indicated that counselors provided support at parent/teacher conferences, served as an informal resource, and provided crisis intervention at their schools. Seventy five percent indicated that counselors conducted inservices; one half of the administrators said they sought counselors for personal advice and 6.25 percent said counselors helped establish rapport between students and parents and provided support to new teaching staff.

Approximately 17 percent of the building administrators for the Control schools indicated that counselors provided crisis intervention at their buildings. Only 8.33 percent indicated that counselors were an informal resource and provided inservice training at their buildings.

As administrators were asked to indicate all of the services provided by counselors, an analysis of the number of services checked between administrators in the three groups indicates the extent of services offered. As expected, the results indicate that admistrators from schools with no counselors endorsed fewer alternatives than administrators of buildings with a counselor; however all Smoother Sailing administrators listed from 3-6 services and approximately one half listed all five alternatives. Administrators of Non Smoother Sailing buildings endorsed from one to five alternatives and approximately one half reported receiving all types of services.

Adminsitrative Time Devoted to Counseling Activities

Administrators were also asked to estimate the amount of time they spent each day providing counseling related assistance to children. Although statistical analyses failed to indicate significant differences between the distribution of responses for Smoother Sailing, Non Smoother Sailing, and Control school administrators, the majority of

Smoother Sailing administrators (i.e., 70%) indicated that they spent only one half to one hour counseling with children. Whereas 25 percent of the administrators of Control schools and 31.25 percent of the administrators of Non Smoother Sailing schools indicated that they spent two or more hours performing counseling activities, only 10 percent of the Smoother Sailing administrators reported spending two or more hours counseling.

Comments

The last section of the survey allowed administrators to make additional comments regarding the elementary guidance program. A complete list of the responses is availabe in Appendix J. Comments from administrators of Smoother Sailing schools focused on integrating the program into the curriculum and the positive effects on the "total school". Many comments also reflected the value of the program such as "one of the best things to happen to elementary kids...", "an excellant program, I wish it was in every school", and "it has become a program we cannot afford to be without".

Comments from administrators of buildings without counselors described the amount of time they spent with students, parents, and staff under stress. The comments also reflected a need for counselors in light of the changing roles of the family, and the school in relations to those changes, and in light of the implementation of academic support programs.

One of the administrators of a Non Smoother Sailing building recognized the need to commend the Non Smoother Sailing counselors for their efforts under pressing conditions. The counseling schedules in those building streched counselors "too thin". Administrators also noted that services were further compromised by professional growth activities in which counsleors participated.

Teacher Survey

Evaluation of the Districts Elementary Guidance Program

Teachers who had counselors regularly assigned to their buildings on a part time or full time basis were asked to evaluate the counseling program in their buildings. Over 75 percent of all teachers felt that the following characteristics were descriptive of the counseling pogram: a counselor assisted teachers in meeting the personal and social needs of all children (75%); a primary focus of the counselor was developing appropriate interpersonal skills (82.86%); a counselor provided services and activities of benefit to all students attending the school (81.29%); a

primary focus of the counselor was developing appropriate intrapersonal skills (78.98%); the counselor helped children cope with emotional life transitions such as divorce, middle school, death etc. (84.40%). Over 75 percent of teachers from Smoother Sailing Schools believed that the following characteristics were descriptive of the counseling program in their building: a counselor assisted teachers in meeting the personal and social needs of all children, a primary focus of the counselor was developing appropriate interpersonal skills, a counselor provided services and activities of benefit to all students attending the school, a primary focus of the counselor was developing appropriate intrapersonal skills, and the counselor helped children cope with emotional life transitions. A 75 percent concentration was noted on only two characteristics among teachers from Non Smoother Sailing schools: focusing on interpersonal skills, and helping children cope with emotional life transitions.

Average ratings for all teachers ranged from 1.89 (agree) to 3.04 (neither agree nor disagree). The results of a comparison of teacher perceptions between Smoother Sailing and Non Smoother Sailing schools appears in Appendix J. Average ratings across items ranged from 1.50 (agree) to 2.85 (neither agree nor disagree) for teachers from Smoother Sailing schools and from 2.12 (agree) to 3.16 (neither agree nor disagree) for teahcers from Non Smoother Sailing schools. Average ratings were more positive for teachers from Smoother Sailing buildings than for teachers from Non Smoother Sailing buildings on all items. The results of statistical analyses indicate that while grade level did not apprear to make a significant impact on perceptions, significant discrepancies were noted for ratings for teachers from Smoother Sailing and Non Smoother Sailing schools on the following items: a counselor assisted teachers in meeting the personal and social needs of all children, a primary focus of the counselor was developing appropriate interpersonal skills, a counselor provided services and activities of benefit to all students attending the school, a primary focus of the counselor was developing appropriate intrapersonal skills, the counselor helped children cope with emotional life transitions such as divorce, middle school, death, etc.; and counseling activities contributed to decreasing the number of student suspensions.

Counseling Activities Conducted with Students

Teachers from all elementary schools across the district were asked to indicate the types of activities counselors conducted with students in their classrooms. Table 3 lists the percentage of teachers from Smoother Sailing, Non Smoother Sailing, and Control schools who responded to each of the alternatives. Over ninety percent of the

teachers from Smoother Sailing schools reported that counselors had conducted individual, small group, and classroom guidance activities. Over 80 percent of the teachers from Non Smoother Sailing schools reported that counselors conducted individual and classroom guidance experiences. The greatest percentage of teachers from Control schools indicated that counselors never visited with children in their classrooms; when they did, contacts tended to be individual sessions.

Table 3. Teacher Perceptions of Counseling Activities

(Percentages)

Counseling Activity	Smoother Sailing	Control	Non Smoother Sailing
Individual Sessions	91.07	12.31	82.35
Small Group Sessions	91.07	9.23	64.71
Classroom Experiences	96.43	6.15	85.71
Did Not Visit	3.57	67.69	1.18

A comparison of the number of options selected by teachers suggests the extent of services provided by counselors to schools in each of the comparison groups. As expected, teachers from schools with counselors indicated more types of counseling activities than teachers from Control schools. The greatest percentage of teachers from Smoother Sailing buildings endorsed all three counseling activities. The greatest percentage of teachers from buildings with no counselors indicated that counselors did not visit their classrooms, and the greatest percentage of teachers from Non Smoother Sailing counselors endorsed two or three activities.

Additional Services

Teachers were also asked to indicate additional services provided by counselors (Table 4). The results note that approximately one half of the teachers from Smoother Sailing buildings indicated that counselors provided support during parent conferences, served as an informal resource, and provided crisis intervention. Approximately one-half of the teachers at Non Smoother Sailing schools reported counselors served as an informal resource. Less than 15 percent of teachers in Control schools reported receiving any type of service from counselors. Approximately 70

percent of the teachers from Control schools did not receive additional services from counselors. Approximately 56.44 percent of the teachers from Non Smoother Sailing schools indicated receiving one to two additional services, and approximately 67.86 percent of the teachers from Smoother Sailing schools reported receiving one to three additional services.

Table 4. Teacher Perceptions of Additional Services Provided by Counselors

(Percentages)

Additional Service	Smoother Sailing	Control	Non Smoother Sailing
Support at parent conferences	55.36	6.15	23.53
Inservice on special topics	48.21	9.23	45.88
Personal counseling	23.21	4.62	12.94
Informal resource	57.14	13.85	54.12
Crisis intervention	55.36	7.69	34.12
Other	8.93	10.77	5.88

Instructional Time Devoted to Counseling Activities

All teachers were also asked to estimate the amount of time they spent each day providing counseling related assistance to children (Table 5). At least 75 percent of the teachers from all groups reported spending up to one hour each day counseling students. There was no significant difference between groups.

Table 5. Estimated Time Each Day Providing Counseling Related Assistance to Children

(Percentage)

Additional Service	Smoother Sailing	Control	Non Smoother Sailing
Less than 30 minutes each day	35.71	33.93	24.71
30 minutes to 1 hour each day	42.86	41.07	56.77
1 hour to 1.5 hours each day	7.14	8.93	11.76
1.5 to 2 hours each day	7.14	5.36	3.53
2 hours to 2.5 hours each day	1.79	5.36	0.00
2.5 hours to 3 hours each day	0.00	1.79	1.18
More than 3 hours each day	5.36	3.57	2.35

Comments

All teachers were given the opportunity to add comments regarding the elementary counseling services offered at their schools. Appendix L contains a complete listing of the comments by comparison groups. In general, comments from teachers at Smoother Sailing buildings praised the quality of the counselors at their buildings and described the ability to meet students needs reliably, immediately, and more completely as advantages of the program. Other comments focused on the ability to involve staff and parents in the process to more adequately meet the needs of students.

Comments from teachers of Non Smoother Sailing schools also included praises about counselors at their buildings and recognized limitations in their ability to meet the needs of students imposed by their schedules. Many expressed a need for a full time counselor at all elementary schools.

Comments from teachers in Control schools describe many of the problems students in their classrooms experience and the need (or demand) for counselors to help these students more completely. Many teachers expressed insecurities, concerns, and frustrations with their inability to deal effectively with the problems students present and describe the negative effects of attempting to deal with these problems on instructional time.

Student Surveys

Needs Assessment

All students were presented with a list of topics and asked to indicate whether or not they needed more information on each. Appendix M presents the distribution of responses to each item on both administrations by comparison groups as well as the results of statistical analyses comparing the distributions. The topics sampled three major categories: coping skills, interpersonal relationship skills, and academic/career skills. Subscale scores in each of these areas were obtained by rating responses 1 if "yes", 2 if "uncertain", and 3 if "no", and adding the scores of the items in each category. A total score was generated by adding the ratings on all items.

Comparing the results of the pre administration (Table 6) to those of the post administration (Table 7) between comparison groups should provide an index of the impact of the counseling program on student needs. Analyses of the pre administration results suggested that there were significant differences on the subscale scores of the needs assessment between groups. To ensure that these differences did not contaminate an examination of the effect of the program on student perceptions, analysis of covariance was used to isolate the program effects. Analysis of covariance looks for differences in post administration results between groups while taking into account any differences between the groups evident at the time of the pre administration. The results of the analysis failed to identify significant differences between students from Smoother Sailing, Non Smoother Sailing, or Control schools on any of the subscale or total needs assessment scores.

Table 6. Average Subscale Scores for the Pre Administration of the Needs Assessment

Group	Coping Skills	Interpersonal Relationship Skills	Academic/ Career Skills	Total
Smoother Sailing Students	19.44	31.30	11.02	61.51
Control Students	17.37	28374	10.06	56.17
Non Smoother Sailing Students	20.13	32.70	11.51	63.61
Total Students	18.95	30.92	10.86	60.40

Table 7. Average Subscale Scores for the Post Administration of the Needs Assessment

Group	Coping Skills	Interpersonal Relationship Skills	Academic/ Career Skills	Total
Smoother Sailing Students	20.27	32.22	11.40	63.61
Control Students	19.11	30.53	10.80	60.22
Non Smoother Sailing Students	19.11	31.68	10.87	61.34
Total Students	19.41	31.41	10.89	61.50

Counselor Awareness

Students were asked a variety of questions to assess their awareness of and need for, a counselor. Tables 8 and 9 present the average ratings for each item onthe pre and post administrations respectivelu (1 = strongly disagree, 5 = strongly agree). Analysis of covariance precedures demonstrated significant differnces between comparison groups on the following two items: there is someone in my school with whom I can talk openly about problems I am having ($F = 4.41$, $p \leq .01$), if a friend of mine had a problem, there is someone at my school who I could tell them to talk to ($F = 25.15$, $p < .001$). A review of the average scores suggests that the average score for students from Smoother Sailing schools was significantly higher than the average score for students from Control schools on the first item and the average scores for students from Smoother Sailing and Non Smoother Sailing schools were significantly higher than the average scores for students from Control schools on the second.

Table 8. Average Pre Administration Scores for Counselor Awareness

Item	Smoother Sailing Students	Control Students	Non Smoother Sailing Students	Total Students
I generally like coming to school.	3.88	3.34	3.69	3.60
There is someone in my school with whom I can talk openly about problems I am having.	4.22	3.43	4.12	3.89
I can think of someone in school who needs to talk with a school counselor.	3.79	3.48	4.12	3.89
If a friend of mine had a problem, there is someone at my school who I could tell them to talk to.	4.49	3.68	4.32	4.13

(1=strongly disagree, 5=strongly agree)

Table 9. Average Post Administration Scores for Counselor Awareness

Item	Smoother Sailing Students	Control Students	Non Smoother Sailing Students	Total Students
I generally like coming to school.	3.58	3.36	3.52	3.48
There is someone in my school with whom I can talk openly about problems I am having.	4.22	3.54	3.87	3.84
I can think of someone in school who needs to talk with a school counselor.	3.47	3.73	3.28	3.49
If a friend of mine had a problem, there is someone at my school who I could tell them to talk to.	4.33	3.17	4.13	3.83

(1=strongly disgree, 5=strongly agree)

Counselor/Student Interactions and Evaluation

The last section of the survey was designed to examine the quality of the counseling experience from the students' perspective. The first set of questions in this section asked students about the number of individual, small group, and classroom counseling sessions students recalled participating during the 1987-1988 academic year (pre administration) and during the current academic year (post administration). The second set of questions asked

students to rate the "helpfulness' of their experiences. A comparison of the re and post administration responses was supposed to provide an index of the differences between the types of services provided to Smoother Sailing, Non Smoother Sailing, and Control schools. However, only those students who visited with counselors completed this section of the survey. This limitation reduced the return rate to approximately 50 percent on the pre administration and only 23 percent on the post administration. The limited sample size of the post administration renders these results meaningless. The inability to make valid comparisons between the results of pre and post administrations renders interpretation of the results of the pre administration irrelevant. Therefore, interpretation of this section was omitted.

CONCLUSIONS

Although mixed, the results of the evaluation of the Smoother Sailing program offer sufficient evidence to suggest that elementary guidance counselors provide a valuable service to students and staff and that a counselor to student ratio of 1 to 250 allows counselors the time required to address the needs of students more completely. Case studies and comments by administrators and teachers demonstrate the kinds of problems children experience. The nature and severity of some of these problems offers some appreciation for why these students are academically at risk.

Survey results also revealed the level of anxiety among administrators and teachers in buildings not included in the Smoother Sailing pilot project. Many felt frustrated with their inability to address student needs effectively. Staff of schools with limited counseling services appreciated the support they did receive but recognized that the amount of time spent in the building was not sufficient to adequately meet the needs of students.

While the proportion of individual, small group, and classroom experiences conducted with students did not differ markedly between counselors who served Smoother Sailing schools and those who served schools not included in the pilot, there were distinctions in additional services provided. For example, Smoother Sailing counselors contributed to more professsional staffings to determine appropriate services for specific students and were better able to confer with other counselors in the district and at human service agencies in the community, and to involve parents and families in the intervention to more adequately meet student needs than counselors working with high student to counselor ratios. They also provided more immediate services consistantly during the year than counselors at Non

Smoother Sailing schools. Other evidence suggested that Smoother Sailing counselors contrubted to developing a positive educational climate. They conducted inservices with staff and other counselors, and were available to provide support during parent teacher conferences and facilitated parent/school and student/teacher rapport.

Documentation of the impact of the program on student awareness or attitudes was less definitive. Statistical analyses failed to identify significant differences in the level of concern about coping skills, interpersonal relationship skills, or academic/career skills, between students from Smoother Sailing schools, students from schools with limited counseling services, or students from schools without counseling services. However, an examination of the impact of the program may have been compromised by the measures used and the nature of the program being investigated. Self report measures are often unreliable indeces of a characteristic. Some people respond according to their perceptions of the researcher's expectations, or according to the way they want to be perceived by researcher, rather than expressing their true feelings or beliefs. In addition, students were asked to indicate topics they wished to know mor about. Introducing topics for discussion may increase awareness and create a need for additional services rather than accurately reflect the level of awareness or attitudes about those topics.

RECOMMENDATIONS

While results of the evaluation demonstrated that counselors serving approxiamtely 250 students provided more comprehensive servcies to students and staff, they also identified areas with implications for the Elementary Counseling and Guidance program.

1. The counseling supervisor should continue to explore alternatives to provide counseling services to all elementary schools in the district. Results of this evaluation demonstrate the need for services and the successful pilot of the Smoother Sailing program demonstrates the impact of a full time counselor on building climate, as well as on students. Until even limited services are provided district wide, a complete evaluation of the district Elementary Counseling and Guidance program cannot be conducted.

2. One of the advantages of the Smoother Sailing program was the opportunity for increased emphasis on small group experiences recommended by experts in the area of child guidance. However, no data are available to support this recommendation and, although Smoother Sailing counselors did conduct an average of 2 more small groups per week than Non Smoother Sailing counselors, over 50 percent of their contacts with students were individual

sessions. Given the limited support by research and counselors for small group experiences, the supervisor of guidance services, in consultation with a representative of the Department of Evaluation, Research, and Testing, should explore the relative effectiveness of various intervention methods in attaining program goals and objectives. Once identified, the findings should be incorporated into the principles of the Elementary Counseling and Guidance program.

3. While the results document services provided by counselors, they do not document the relationship between the services and the goals and objectives outlined in the Elementary Counseling and Guidance program handbook. The counseling supervisor, in consultation with a representative of the Department of Evaluation, Research, and Testing, should develop a plan to evaluate the extent to which counseling services follow curriculum guidelines.

4. The counseling supervisor should work with a representative of the Department of Evaluation, Research, and Testing to identify alternative measures of the impact of the counseling program on student self-esteem and achievement.

REFERENCES

Bartusek, L. (January, 1989). Our kids at risk: A profile. The Iowa Department of Edcuation Dispatch, 18 (4), 1-5.

Boser, J. A., Poppen, W.A, & Thompson, C.L. (1988). Elementary school guidance program evaluation: A reflection of student counselor ratio. The School Counselor, 36, 125-135.

Des Moines Public Schools (1988). Elementary counseling & guidance program (Curriculum Handbook). Des Moines, IA: Author.

Miller, G.D., Gum, M.F., & Bender, D. (1972). Elementary school guidance: Demonstration and evaluation. Saint Paul: Minnesota Department of Education.

Rayn, T.P. (1984). Final report on evaluation of elementary guidance programs in three Virginia school divisions. Charleston, WV: Appalachia Educational Laboratory.

Tamminen, A.W., & Miller, G.D. (1968). Guidance programs and their impact upon students (Contract Research Program No. OES-85-035). Saint Paul: Minnesota Department of Education.

Appendix A: Elementary Counseling And Guidance Program Scope and Sequence

K-2 and 3-5

ELEMENTARY

GUIDANCE & COUNSELING

SCOPE AND SEQUENCE

K-2

3-5

GOAL 1. **For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to develop an understanding of self-concept.	The student will begin to develop a sense of self.	The student will explore his/her group identity.
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Begin to develop a personal identity.	K-2 Become aware of personal strengths and limitations. Gain an appreciation for the unique qualities of each individual, especially self.	K-2 Understand the concept of group. Begin to identify group membership. Understand the grouping process, i.e., family, school, cultural.
3-5 Gain awareness of the relationship between self-concept and environmental influences. Develop coping skills acceptable to self and others.	3-5 Identify interests, strengths and limitations as components of personal uniqueness.	3-5 Recognize that bias and stereotyping can negatively affect self-concept. Understand meaning and function of the peer group. Identify the influence of one's group identity on personal attitudes and behavior.

GOAL 2 **For students to develop effective communication skills and develop an understanding that improved human relations depend upon increased intergroups and interpersonal communication and cooperation.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to learn effective communication techniques.	The student will practice communication skills in the group process.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Identify the importance of effective communication. Practice effective listening and decision skills.	K-2 Demonstrate beginning listening skills. Identify group communication skills.	K-2
3-5 Develop an awareness of nonverbal communication. Continue to increase their appreciation for the importance of effective and tactful communication. Become aware of some of the obstacles to effective communication. Continue to develop effective listening skills.	3-5 Learn and practice effective listening and decision skills. Learn a method for giving feedback to others. Identify effective and ineffective communication techniques, both verbal and nonverbal. Practice effective group communication skills.	3-5

GOAL 3 **For students to begin to have an awareness of the attitudes, beliefs and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to become aware of personal attitudes, beliefs and rights.	The student will begin to become aware of the attitudes, beliefs and rights of others.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Gain awareness of personal attitudes, beliefs and rights. Develop an awareness of some factors which influence personal attitudes, beliefs and rights.	K-2 Become aware of similarities and differences in attitudes, beliefs and rights of self and others.	K-2
3-5 Explore some of the factors which influence personal attitudes, beliefs and rights. Define the terms attitudes, beliefs and rights.	3-5 Recognize and respect the rights and responsibilities of self and others. Increase their understanding of valuing the ways in which people are similar and different. Begin to recognize the role of attitudes, beliefs and rights of others in the development of interpersonal relationships. Acknowledge the right of personal uniqueness.	3-5

GOAL 4 **For students to begin to communicate their feelings and appropriately respond to the feelings of others.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to identify and deal with personal feelings.	The student will begin to recognize and respond to the feelings expressed by others.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Develop an awareness of personal feelings. Develop a vocabulary to describe their feelings. Learn appropriate ways of responding to personal feelings.	K-2 Recognize and respond appropriately to other's feelings. Demonstrate concern and respect for feelings and interests of others.	K-2
3-5 Practice appropriate ways of responding to personal feelings. Expand ways of responding to personal feelings. Become aware of how feelings impact on behaviors.	3-5 Improve their ability to recognize and respond appropriately to other's feelings. Continue to demonstrate concern and respect for feelings and interests of others. Recognize that feelings may be expressed differently in different cultures.	3-5

GOAL 5 **For students to develop a sense of responsibility for their own behavior.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will recognize that he/she has the ability to control his/her behaviors.	The student will begin to assume some responsibility for personal behaviors.	
DEVELOPMENTAL OBJECTIVES **The student will:**	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 **Begin to develop a repertoire of appropriate behaviors.**	K-2 Develop an awareness of sharing and cooperation. Begin to understand the behaviors which help and hinder the formation of positive relationships. Begin to recognize peer influence.	K-2
3-5 **Learn constructive ways of reacting to the expectations of others, e.g., family, school, friends, etc.** **Discuss influence on personal behaviors.**	3-5 Continue to develop an awareness of the mutual benefits of sharing, cooperation and compromise. Continue to increase their understanding of the behaviors which help and hinder the formation of positive relationships. Improve their ability to recognize and cope with peer pressure.	3-5

GOAL 6 **For students to begin to develop skills for effective problem solving, conflict resolution, decision making, and goal setting.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will recognize and begin to practice problem-solving/decision-making methods.	The student will begin to utilize the problem-solving method in conflict resolution.	The student will develop an awareness of the importance of goal setting.
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Gain an awareness of decision making and problem solving. Gain an awareness of the importance of decision making and problem solving. Recognize and evaluate personal problem solving strategies.	K-2 Begin to develop information gathering skills necessary for making decisions. Begin to explore conflict resolution strategies	K-2
3-5 Identify and discuss the steps in a problem solving and decision making process. Learn decision making and problem solving methods. Gain an awareness of the necessity for making decisions. Gain an awareness of the consequences of making decisions.	3-5 Expand their information gathering skills necessary for making decisions. Gain an awareness of the importance and consequences of decision making and problem solving. Practice conflict resolution strategies.	3-5 Define concept of goal setting. Investigate the value of goal setting. Begin to differentiate between short-term and long-term goals. Begin to develop strategies for meeting goals.

GOAL 7 **For students to begin to develop skills for coping with life changes and crises.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to recognize the impact of life changes/crises.	The student will begin to develop skills in coping with life changes/crises.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Gain awareness of life changes. Become aware of the impact of life changes/ crises on his/her own life.	K-2 Be exposed to stress management techniques.	K-2
3-5 Continue to gain awareness that life is a progression of changes which are unique to the individual. Become aware that the impact of life changes affect people differently.	3-5 Begin to recognize life as a series of changes. Develop skills in coping with life changes/crises.	3-5

GOAL 9 **For students to become aware of and practice the group process.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin an awareness of the group process.	The student will gain an understanding of the group process.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Learn the rules of group process.	K-2 Practice the group process.	K-2
3-5 Learn that group work is a cooperative process.	3-5 Participate in the group process. Learn the benefits of the group process.	3-5

GOAL 10 **Fort students to be exposed to situations that aid in developing knowledge needed for educational planning.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will develop an understanding of self as related to educational planning.	The student will recognize that educational choices today impact future plans.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 dentify personal strengths.	K-2	K-2
-5 dentify personal strengths, interests and bilities.	3-5 Relate personal strengths, interests, and abilities to educational choices.	3-5

GOAL 11 For students to adjust and function effectively in the school environment.

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will feel comfortable at school.	The student will recognize his/her personal responsibilities in the school environment.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Be assisted in gaining a positive attitude toward school. Develop a knowledge of the school environment.	K-2 Gain understanding of school rules, both written and unwritten. Gain awareness of their role in school. Be assisted in gaining a sense of belonging toward their school.	K-2
3-5 Exhibit a positive attitude toward school.	3-5 Continue to gain awareness of their role in school. Model appropriate school behavior. Demonstrate a working knowledge of school rules and procedures.	3-5

43

GOAL 12 **For students to begin to practice skills that facilitate learning.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will begin to practice effective study skills.	The student will begin to develop a personal organization system.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Begin to identify grade appropriate study skills.	K-2 Acquire the ability to come prepared to learn.	K-2
3-5 Demonstrate the use of grade appropriate study skills.	3-5 Demonstrate the ability to effectively utilize organizational skills.	3-5

GOAL 13 **For students to become aware of the diversity of careers and the world of work available to both sexes, all races, cultural backgrounds, and the disabled.**

OUTCOME 1	OUTCOME 2	OUTCOME 3
The student will recognize the dignity of all work.	The student will begin an awareness of personal interests, strengths, and abilities related to the career decision-making process.	
DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:	DEVELOPMENTAL OBJECTIVES The student will:
K-2 Discuss how every occupation has positive aspects. Become aware that both sexes, diverse racial/ cultural groups, and the disabled have made valuable contributions to society through their work.	K-2 Identify personal strengths.	K-2
3-5 Continue to discuss how every occupation has positive aspects. Discuss in unbiased ways the variety of occupations and jobs.	3-5 Recognize life skills and their impact on occupational choices. Identify personal strengths and abilities.	3-5

Appendix B: Guidelines for Preparation of a Systemtics Case Study

THE SYSTEMATIC CASE STUDY REPORT OUTLINE

1. Identify the student(s) with whom you plan to work.

   (A) What is the problem?
   (B) What are your goals?

2. Collect "baseline data" on the target student(s).

   For example: Self-reports by students
   Teacher reports and rating forms
   School records and classroom progress reports
   Observations of behavior

3. Plan and carry out the intervention(s)--guidance, counseling, consulting, or a combination of approaches.

   (A) What are you going to do? Record your activities so that you can tell what you did.

   (B) When, how, where, etc., did the intervention take place?

4. Collect "post data" on the student(s):

   (A) Where are you now?
   (B) How can you tell?

5. Write a report: Which described the case?

   1. Statement of problem (one paragraph).

   2. Data collection: Instruments used (grades, student check lists, teacher check list, attendance, parents feedback).

   3. The intervention(s)--describe the counselor's role and procedure.

   4. Tell of the results. Include the instruments. Using baseline and post data - compare and contrast. (You do not have to analyze data statistically; just record and describe gains/changes.)

SYSTEMATIC CASE STUDY

School (check one): Date _____

Smoother Sailing _____

Regular Program _____

1. Statement of the problem (one paragraph):

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc.):

3. Interventions (i.e., counselor's role and procedures used to help the student):

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

Appendix C: Des Moines Elementary School Counseling Program Weekly Log

DES MOINES ELEMENTARY SCHOOL COUNSELING PROGRAM WEEKLY LOG

COUNSELOR_____ SCHOOL(S)_____

WEEK BEGINNING_____

TYPES OF CONTACT

STUDENT	M	T	W	T	F	TOTAL	COMMENTS
Individual							
Small Group							
Classroom Guidance							
Staffings							
Observations							

STAFF	M	T	W	T	F	TOTAL	COMMENTS
Principal Contact							
Teacher Contact							
In-Service Presentation/Attendance							
Committee Meetings							
Other Counselor Contact							
Support Team Consult.							

PARENTS	M	T	W	T	F	TOTAL	COMMENTS
Telephone							
School							
Home							
Group							
Letters/Notes							

COMMUNITY	M	T	W	T	F	TOTAL	COMMENTS
Contacts							
Referrals Made							
Presentations							
Contacts							

Number of New Referrals Received_____

Number of New Referrals Met_____

GB-2/16/89

Appendix D: Smoother Sailing Administrator Survey

Smoother Sailing

Administrator Survey*

Please place an X in the space at the top of the column in which your building is listed.

(1)	(2)	(3)		(4)	
Adams	Douglas	Findley	Stowe	Brooks	Mann
McKinley	Edmunds	Hanawalt	Studebaker	Cattell	Moore
Woodlawn	Greenwood	Hubbell	Windsor	Garton	Moulton
	Howe	Jefferson	Wright	Granger	Park Avenue
	Lucas	Lovejoy		Hillis	Phillips
	McKee	Madison		Jackson	Wallace
	Mitchell	Oak Park		King/Perkins	Willard
	Monroe/Rice	Pleasant Hill		Longfellow	
	Watrous				

Please use the following scale to indicate the extent to which you agree that the following statements describe the counseling program in your building:

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

1.	A counselor developed, organized, and implemented the elementary guidance program at my building.	1	2	3	4	5
2.	A counselor provided services beneficial to most teachers in the school.	1	2	3	4	5
3.	A counselor assisted teachers in meeting the personal and social needs of all children.	1	2	3	4	5
4.	A primary focus of the counselor was developing appropriate <u>inter</u>personal skills.	1	2	3	4	5
5.	A counselor provided services and activities of benefit to all students attending the school.	1	2	3	4	5
6.	A primary focus of the counselor was developing appropriate <u>intra</u>personal skills.	1	2	3	4	5
7.	Counseling activities sensitized teachers to the personal needs of children.	1	2	3	4	5
8.	Counseling activities contributed to creating an atmosphere conducive to learning.	1	2	3	4	5
9.	A counselor helped in the early identification of students with "special needs" (e.g., behavior problems, gifted children, slow learners, and underachievers).	1	2	3	4	5
10.	A counselor helped children cope with stressful life transitions such as divorce, middle school, death, etc.	1	2	3	4	5
11.	Counseling activities had a positive impact on student achievement.	1	2	3	4	5
12.	Counseling activities contributed to decreasing the number of student suspensions.	1	2	3	4	5

OVER OVER OVER

13.	Counseling activities contributed to reducing student absenteeism.	1	2	3	4	5
14.	Counseling activities contributed to improving student work habits and study skills.	1	2	3	4	5
15.	Counseling activities contributed to developing better home/school rapport.	1	2	3	4	5
16.	Counseling activities contributed to developing better teacher/student rapport.	1	2	3	4	5
17.	Counseling activities contributed to reducing the number of disciplinary referrals to the principal.	1	2	3	4	5

Please indicate the types of activities counselors conducted with students in your building (check all that apply).

_____ Individual student counseling

_____ Small group activities

_____ Whole class instruction

_____ A counselor did not visit with students in my building.

Please indicate additional services provided to you by a counselor (check all that apply).

_____ Support at parent conferences

_____ Inservice on special topics

_____ Personal counseling

_____ Informal resource (i.e., source of general information)

_____ Crisis intervention

_____ Other (Please specify _____)

Please estimate the amount of time you spend each day providing counseling related assistance to children.

(1)_____ Less than 30 minutes each day

(2)_____ 30 minutes to 1 hour each day

(3)_____ 1 hour to 1.5 hours each day

(4)_____ 1.5 to 2 hours each day

(5)_____ 2 hours to 2.5 hours each day

(6)_____ 2.5 hours to 3 hours each day

(7)_____ More than 3 hours each day

Please add to your responses or make any other comments regarding the elementary guidance program in the space below.

Thank you for participating! Please return the survey to the Department of Evaluation in the envelope provided.

*Adapted from Division of Public Schools, Student Services Section (1976). Elementary Guidance Evaluation For Administrators. In Division of Public Schools, Student Section, The Counselor Chronicles. Florida: Florida Department of Education.

Smoother Sailing

Administrator Survey*

Please indicate the types of activities counselors conducted with students in your building (check all that apply).

_____ Individual student counseling

_____ Small group activities

_____ Whole class instruction

_____ A counselor did not visit with students in my building.

Please indicate additional services provided to you by a counselor (check all that apply).

_____ Support at parent conferences

_____ Inservice on special topics

_____ Personal counseling

_____ Informal resource (i.e., source of general information)

_____ Crisis intervention

_____ Other (Please specify _____)

Please estimate the amount of time you spend each day providing counseling related assistance to children.

(1)_____ Less than 30 minutes each day

(2)_____ 30 minutes to 1 hour each day

(3)_____ 1 hour to 1.5 hours each day

(4)_____ 1.5 to 2 hours each day

(5)_____ 2 hours to 2.5 hours each day

(6)_____ 2.5 hours to 3 hours each day

(7)_____ More than 3 hours each day

Please add to your responses or make any other comments regarding the elementary guidance program in the space below.

Thank you for participating! Please return the survey to the Department of Evaluation in the envelope provided.

*Adapted from Division of Public Schools, Student Services Section (1976). Elementary Guidance Evaluation For Administrators. In Division of Public Schools, Student Section, The Counselor Chronicles. Florida: Florida Department of Education.

Appendix E: Smoother Sailing Teacher Survey

Smoother Sailing

Teacher Survey*

Please place an X in the space at the top of the column in which your building is listed.

(1)	(2)	(3)		(4)	
Adams	Douglas	Findley	Stowe	Brooks	Mann
McKinley	Edmunds	Hanawalt	Studebaker	Cattell	Moore
Woodlawn	Greenwood	Hubbell	Windsor	Garton	Moulton
	Howe	Jefferson	Wright	Granger	Park Avenue
	Lucas	Lovejoy		Hillis	Phillips
	McKee	Madison		Jackson	Wallace
	Mitchell	Oak Park		King/Perkins	Willard
	Monroe/Rice	Pleasant Hill		Longfellow	
	Watrous				

Please use the following scale to indicate the extent to which you agree that the following statements describe the elementary guidance counseling program as you experienced it in your building:

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

1.	A counselor assisted teachers in meeting the personal and social needs of all children.	1	2	3	4	5
2.	A primary focus of the counselor was developing appropriate interpersonal skills.	1	2	3	4	5
3.	A counselor provided services and activities of benefit to all students attending the school.	1	2	3	4	5
4.	A primary focus of the counselor was developing appropriate intrapersonal skills.	1	2	3	4	5
5.	Counseling activities sensitized teachers to the personal needs of children.	1	2	3	4	5
6.	Counseling activities contributed to creating an atmosphere conducive to learning.	1	2	3	4	5
7.	A counselor helped in the early identification of students with "special needs" (e.g., behavior problems, gifted children, slow learners, and underachievers).	1	2	3	4	5
8.	The counselor helped children cope with emotional life transitions such as divorce, middle school, death, etc.	1	2	3	4	5
9.	Counseling activities had a positive impact on student achievement.	1	2	3	4	5
10.	Counseling activities contributed to decreasing the number of student suspensions.	1	2	3	4	5
11.	Counseling activities contributed to reducing student absenteeism.	1	2	3	4	5
12.	Counseling activities contributed to improving student work habits and study skills.	1	2	3	4	5
13.	Counseling activities contributed to developing better home/school rapport.	1	2	3	4	5
14.	Counseling activities contributed to developing better teacher/student rapport.	1	2	3	4	5
15.	Counseling activities contributed to reducing the number of disciplinary referrals to the principal.	1	2	3	4	5

OVER **OVER** **OVER**

Smoother Sailing

Teacher Survey*

Please indicate the types of activities counselors conducted with students in your classroom (check all that apply).

_____ Individual student counseling

_____ Small group activities

_____ Whole class instruction

_____ A counselor did not visit with students in my classroom.

Please indicate additional services provided to you by a counselor (check all that apply).

_____ Support at parent conferences

_____ Inservice on special topics

_____ Personal counseling

_____ Informal resource (i.e., source of general information)

_____ Crisis intervention

_____ Other (Please specify _____)

Please estimate the amount of time you spend each day providing counseling related assistance to children.

(1)_____ Less than 30 minutes each day

(2)_____ 30 minutes to 1 hour each day

(3)_____ 1 hour to 1.5 hours each day

(4)_____ 1.5 to 2 hours each day

(5)_____ 2 hours to 2.5 hours each day

(6)_____ 2.5 hours to 3 hours each day

(7)_____ More than 3 hours each day

Please add to your responses or make any other comments regarding the elementary guidance program in the space below.

Thank you for participating! Please return the survey to the Department of Evaluation in the envelope provided.

*Adapted from Division of Public Schools, Student Services Section (1976). Elementary Guidance Evaluation For Administrators. In Division of Public Schools, Student Section, The Counselor Chronicles. Florida: Florida Department of Education.

Appendix F: Student Perceptions

Student Perceptions

1. What is your name? _____

2. What elementary schools did you attend last year? _____ _____

3. What elementary school are you attending this year? _____

Please check whether or not you feel you need to know more about <u>each</u> of the topics listed below. For this section **Y** = Yes, **U** = Uncertain, and **N** = No. (Circle your answer)

Y	U	N	How to take care of myself when I have a problem
Y	U	N	How to cooperate and work in a team or group
Y	U	N	How to be a successful student
Y	U	N	How to get along with my teachers
Y	U	N	Organizing my school work
Y	U	N	Taking notes in class
Y	U	N	How to stop daydreaming when I need to pay attention
Y	U	N	How to deal with my feelings
Y	U	N	How to like myself
Y	U	N	Changes I'm going through
Y	U	N	How to be a good winner and a good loser
Y	U	N	How my behavior gets me in or out of trouble
Y	U	N	Boy/girl relationships
Y	U	N	How to make friends and get along with others
Y	U	N	How to give and receive compliments
Y	U	N	How to deal with criticism
Y	U	N	Groups, gangs and cliques
Y	U	N	How to handle "Put Downs"
Y	U	N	Physical and sexual abuse (good and bad touch)
Y	U	N	How to talk and listen to others
Y	U	N	Solving problems and making good decisions
Y	U	N	Accepting differences in myself and others
Y	U	N	How to say "No" to friends and still be friends
Y	U	N	Preparing for a job
Y	U	N	How to get along with adults
Y	U	N	Drug and alcohol abuse
Y	U	N	How to be a good leader and a good follower
Y	U	N	Middle school

OVER

Are there things you would like to know more about that are not included on the list on page 1? If so, please list them below.

Please indicate how strongly you agree or disagree with the following statements by circling the number that corresponds to how you feel:

1= Strongly Disagree
2= Disagree
3= Neither Agree nor Disagree
4= Agree
5= Strongly Agree

1	2	3	4	5	I generally like coming to school
1	2	3	4	5	There is someone in my school with whom I can talk openly about problems I am having.
1	2	3	4	5	I can think of someone in school who needs to talk with a school counselor.
1	2	3	4	5	If a friend of mine had a problem, there is someone at my school who I could tell them to talk to.

Did you have an opportunity to talk with a school counselor last year? (please check the appropriate answer and follow the directions next to your answer)

_____ Yes (please continue to the next question)
_____ No (Please return this survey to your teacher. Thank you for your responses. Your answers will be confidential and will be read only by the program evaluator.)

1. How many times did you visit privately with your school counselor last year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

2. How many times did you meet with your counselor and 4-6 other students in a small group last year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

3. How many times did your school counselor visit with your entire classroom last year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

4. Please place an "X" next to the answer that best describes how much you agree with the following statements.

a. The private talks I had with my counselor were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ I did not have private talks with my counselor.

b. The small group sessions I had with my counselor and a few other class members were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ I did not visit with my counselor in small groups last year.

c. My counselor's visits with the classroom were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ A counselor did not visit my classroom last year.

5. Please place an "X" next to the type of meeting you had with your counselor that you found **MOST** helpful.

_____ Private talks with my counselor
_____ Small group sessions with my counselor and a few other class members.
_____ Classroom visits

Thank you for your responses! Please turn the survey in to your teacher. Your responses will be confidential and will be read only by the program evaluator.

Student Perceptions

1. What is your full name? _____

3. What elementary school are you currently attending ? _____

Please check whether or not you feel you need to know more about each of the topics listed below. For this section Y = Yes, U = Uncertain, and N = No. (Circle your answer)

Y	U	N	How to take care of myself when I have a problem
Y	U	N	How to cooperate and work in a team or group
Y	U	N	How to be a successful student
Y	U	N	How to get along with my teachers
Y	U	N	Organizing my school work
Y	U	N	Taking notes in class
Y	U	N	How to stop daydreaming when I need to pay attention
Y	U	N	How to deal with my feelings
Y	U	N	How to like myself
Y	U	N	Changes I'm going through
Y	U	N	How to be a good winner and a good loser
Y	U	N	How my behavior gets me in or out of trouble
Y	U	N	Boy/girl relationships
Y	U	N	How to make friends and get along with others
Y	U	N	How to give and receive compliments
Y	U	N	How to deal with criticism
Y	U	N	Groups, gangs and cliques
Y	U	N	How to handle "Put Downs"
Y	U	N	Physical and sexual abuse (good and bad touch)
Y	U	N	How to talk and listen to others
Y	U	N	Solving problems and making good decisions
Y	U	N	Accepting differences in myself and others
Y	U	N	How to say "No" to friends and still be friends
Y	U	N	Preparing for a job
Y	U	N	How to get along with adults
Y	U	N	Drug and alcohol abuse
Y	U	N	How to be a good leader and a good follower
Y	U	N	Middle school

OVER

Are there things you would like to know more about that are not included on the list on page 1? If so, please list them below.

Please indicate how strongly you agree or disagree with the following statements by circling the number that corresponds to how you feel:

1= Strongly Disagree
2= Disagree
3= Neither Agree nor Disagree
4= Agree
5= Strongly Agree

1	2	3	4	5	I generally like coming to school.
1	2	3	4	5	There is someone in my school with whom I can talk openly about problems I am having.
1	2	3	4	5	I can think of someone in school who needs to talk with a school counselor.
1	2	3	4	5	If a friend of mine had a problem, there is someone at my school who I could tell them to talk to.

Did you have an opportunity to talk with a school counselor this year? (please check the appropriate answer and follow the directions next to your answer)

_____ Yes (please continue to the next question)

_____ No (Please return this survey to your teacher. Thank you for your responses. Your answers will be confidential and will be read only by the program evaluator.)

1. How many times did you visit privately with your school counselor this year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

2. How many times did you meet with your counselor and 4-6 other students in a small group this year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

3. How many times did your school counselor visit with your entire classroom this year?

_____ 0 times
_____ 1-2 times
_____ 3-5 times
_____ 6-10 times
_____ More than 10 times
_____ I do not remember

4. Please place an "X" next to the answer that best describes how much you agree with the following statements.

a. The private talks I had with my counselor were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ I did not have private talks with my counselor.

b. The small group sessions I had with my counselor and a few other class members were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ I did not visit with my counselor in small groups this year.

c. My counselor's visits with the classroom were helpful.

_____ Strongly agree
_____ Agree
_____ Neither agree nor disagree
_____ Disagree
_____ Strongly disagree
_____ A counselor did not visit my classroom this year.

5. Please place an "X" next to the type of meeting you had with your counselor that you found **MOST** helpful.

_____ Private talks with my counselor
_____ Small group sessions with my counselor and a few other class members.
_____ Classroom visits

Thank you for your responses! Please turn the survey in to your teacher. Your responses will be confidential and will be read only by the program evaluator.

Appendix G: Systematic Case Studies

School (Check One):	Smoother Sailing X Regular Program	Date:	May, 1989

1. Statement of the Problem:

The child is a seven year old initially referred for counseling by her second grade teacher. She was described as appearing tired, lethargic, verbally abusive with other students, and physically aggressive. She complained of not feeling well and was frequently off task, staring into space or putting her head down.

She is an only child from a lower socio-economic-level, two parent family. Both parents were employed. Her mother works evening hours. Her father works day hours and takes care of her at night.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

A review of cumulative records showed the child's academic performance to be at average grade level to slightly below. A suspension notice from the previous year stated that she had been involved in five physical attacks on other students over a two month period.

A pattern began to emerge after interviews with the child's teachers and support staff at her school. Mid-morning she would complain of not feeling well and become progressively more lethargic. After lunch she would continue to complain and say she'd vomited after eating. The vomiting story was substantiated by several different people on various days. Her mother indicated the child had been seen by a doctor and was in good health.

Observation in and out of the classroom showed the child associated mainly with one friend. At recess they often walked and talked appearing rather sad and apart.

3. Interventions (i.e. counselor's role and procedures used to help the student):

Initial individual sessions with the child presented the picture of an individual who felt helpless, hopeless, and angry. Parental drug abuse was a major concern for her.

Induced vomiting was discussed, denied, and then confirmed. Exploration of the subject and knowledge of the effects seemed to have a great impact on her. The vomiting stopped. Her lethargy continued. She began to use sexually explicit, abusive language with other children.

Up to this point she had seen me individually twice a week for three weeks and was in a small group working on self-esteem. She then began seeing me on a daily basis. She continued to discuss her father's drug abuse and that of his male friend. A great deal of anger was expressed when discussing the male friend. She and her father often went to the friend's house at night while her mother was at work. The men would "do drugs." Her father sometimes left her there with his friend while he "went to the store." She was afraid no one would believe her. She was being sexually abused by the friend.

Protective services were explained to the child. Protective services were called. I met with the child and her mother, at the child's request, that afternoon after protective services had contacted the parents. She was concerned that her mother wouldn't believe her.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

A treatment worker was assigned. The child was referred for medical and psychological evaluation and counseling. Protective services are continuing to investigate. She has expressed relief about being able to talk about this with people who listen and believe her. She appears happier and the incidents of verbally aggressive behavior have decreased. She will continue with outside agency services and school support.

School (Check One):	Smoother Sailing	X	Date:	January 16, 1989
	Regular Program			

1. Statement of the Problem:

The child is a fifth grader who has worked with me for three years. When the child first entered our school, the family had moved to our city from another state and the child was having difficulty adjusting to the change. He has an older brother and a younger brother. The teacher reported he was intellectually superior to his classmates, but did not know how to relate to them socially and seemed friendless. His vocabulary was quite adult, almost eccentric. He soon became the object of ridicule from other boys. He seems unwilling to ignore the verbal harassment any longer, and seems almost obsessed by it, responding with pompous remarks and anger. Recently, he has added sarcasm and humor. He often receives anonymous, insulting and obscene phone calls which are an annoyance to his family. Once again the family is planning a move, and the child is extremely negative. The mother feels there is some sibling rivalry toward the younger brother as he makes friends easily and is physically well coordinated, which this child is not.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

In a survey administered early in September, the child did not mark any area as a problem. Following an interview soon after school started, he came in and reported he was now the "Major Meow," and felt everything was going well. By October the peer problems had resurfaced. With the upcoming move, his self-confidence noticeably lessened. He now appears more nervous and tense under general observation. He seems a mixture of social immaturity and advanced intellectual ability. One boy is extremely cruel and he has become almost an obsession to the child, to the point that he cannot seem to let go of any action or comment from the other boy. A sociogram developed early in the fall within his homeroom showed four boys would choose him as a leader. One of these boys had been part of the harassing group last year. The others are in another homeroom. The child was given no negative marks by homeroom classmates in the fall sociogram. The teachers seem very accepting of his idiosyncrasies and are supportive. He is a handsome boy, with a supportive, loving family.

3. Interventions (i.e. counselor's role and procedures used to help the student):

The child has been a member of a small group and has been seen individually by me. However, due to the almost sporadic meetings the first three years (counselor at three buildings), there was little continuity developed. This year, the small group has met a total of 12 sessions, the child has had 12 individual meetings and I have worked with the entire class six sessions. I have used the Myrick lessons in the classroom guidance situation, "Thinking, Changing, Rearranging" with the problem-solving model and the UNGAME in small group. Individually, the child is practicing the relaxation techniques, picking one problem each meeting and working through it, and has been quite successful until recently. The school physical therapist works with him once a week on physical coordination exercises. I have asked for help from the other staff members in relieving the problem with the one boy who has a reputation for being rude, insulting and arrogant. The other boys who were involved in the past problems have responded well to my suggestions, and the child is receiving friendship and support from all other classmates. Reports come to me daily from various classmates of the almost persecution type treatment he is experiencing. The child appears to be working hard on maintaining good mental health, and I will work with him throughout the year. The offending boy is being seen by another counselor and parental involvement is planned.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

The child has gradually come to terms with his giftedness and feels he's "O.K." in that area. He has made some friends and has gained the comfort and support of the majority of his classmates whenever he is harassed. He has developed humorous responses and has been able to laugh at most situations. He needs continued help with his frustration of his inability to ignore the behavior of others and in his attitude toward the planned move to another state. He does not exhibit any unusual antipathy toward his brother, but perhaps their relationship can become a topic we work on when the other situation is relieved. He feels almost a pride in being a little eccentric, and prefers to stay the way he is even if this seems to be the object of ridicule. He is gradually acquiring basic social skills, and he appreciated the friendship offered by his peers, many of whom have come to his defense. He seems to know that he needs to develop a thicker skin and is willing to own the problem and the responsibility of changing and accepting help in this area.

School (Check One):	Smoother Sailing	Date:	March 30, 1989
	Regular Program X		

1. Statement of the Problem:

The child is a ten year old fourth grader who was referred to counseling by her mother. She described her child as being moody, withdrawn, sometimes argumentative and difficult at home. The child's parents were beginning to receive complaints from her teacher and the child was refusing to do work and had problems completing the work she had begun. The child often complains at school of physical problems, generally stomach related. She asks to go to the nurse and will often wear a winter coat all day in the classroom. Her records show fairly good attendance and above average grades. Her problems are not ability related. She is a good student who appears stubborn and uncooperative with no significant pattern of occurrence.

The child lived with her mother and younger sister, grade one, for four years. Her mother remarried one year ago. Her parents have had some marital problems and her step-father has had substance abuse problems. Her mother has left the home with the children for brief periods.

The child reports that things at home haven't been the same since her mother remarried. She expressed dislike of her step-father and the changes in her mother since her marriage. She complains of not enough time alone with her mother and changes in household rules.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

Data collection done in the following manner:
1. Parent interview
2. Medical record - doctor to test physical causes of stomach problems
3. Teacher interview - to assess student's ability and patterns of classroom behavior
4. Review of cumulative record
5. Behavior observation - in classroom and unstructured settings

This was assessed to be a problem stemming from a poorly functioning family system. The child's acting out behavior at home appears to be a reaction to her dislike of her step-father and resentment of his disturbing the pre-established family structure.

3. Interventions (i.e. counselor's role and procedures used to help the student):

1. Teacher conference - to develop a behavior and work habit intervention plan for failure to do and/or finish work.
2. Individual counseling - done to assess how the child sees herself and to build a working relationship. This allowed for self-disclosure and some goal setting.
3. Mother/student conference - three sessions to assess the family system, build relationship with the child's mother, and provide safe atmosphere for communications. (Referral for family counseling made.)
4. Guidance program - The child participated in both small and classroom guidance sessions to provide positive affirmation and an atmosphere for self-disclosure.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

The behavior intervention plan has been successful. The teacher reports a marked improvement in behavior and work habits. The child has expressed more confidence and an improved attitude toward school. Her mother has noted her daughter's improved communication with her mother and a greater sensitivity of her feelings. The doctor's physical examination showed some mild stomach problems treatable with medication. However, the doctor in his evaluation felt that the student suffered signs of depression. The mother agreed with this diagnosis. She had expressed the possibility of future family counseling, although she has made no move toward this presently. I have been pleased with the positive changes exhibited in the child's school performance but feel family counseling is vital to improve her family functioning. I will continue to monitor her at school and continue an open working relationship with her mother.

School (Check One):	Smoother Sailing X Regular Program	Date:	January 16, 1989

1. Statement of the Problem:

The child and I first worked together during summer school, 1988. His father signed him up for guidance in addition to reading and writing. The first day of class, he spent most of the time talking about the fact that his mother had left the family and had not even called at Christmas. He expressed anger toward his father seemingly feeling he was the reason his mother had left. He had a great need for her to return. By the third day, he was biting on the fan cord and when told to quit because he could hurt himself he replied, "Good, then I can die and be with my grandma."

Along with being so upset about his mother, the child showed limited fine motor skills and an inability to stay on task. He also seemed to have very immature perceptions, for example, his perception of the human body seemed to be that of a three year old.

In September, I saw the child again. During the school year he was a special education resource student in the second grade. His disruptive behavior, motor skills and inability to stay on task were even more pronounced. However, his anxiety about his mother had lessened somewhat since his father had sought family counseling.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

During the summer, I spoke with the regular school counselor and the principal. From these two sources I found out the interventions that had been tried during the school year, some personal history, and some recommendations. Additional information during the summer was gained by classroom observation, notations made during classroom guidance, observation made during the language class, and a telephone conference with the child's father.

Beginning in September, data collection extended to a review of this permanent record, consultations with the classroom teacher, the resource teacher, and the art, music, and physical education teachers. In addition, the resource teacher and I had a conference with the resource consultant. This student was also staffed by the school's child study team. Data collection was continued for possible alternative placement of this child. Additional data was collected from the family's therapist.

3. Interventions (i.e. counselor's role and procedures used to help the student):

During the summer, classroom observation was made along with classroom guidance and small group guidance. Since he had such a hard time drawing or writing on a piece of paper and seemed to have such immature perceptions, I tried allowing him to draw or write on the blackboard. He was able to express near normal body perceptions and write legibly on the board although his drawings almost always were violent. His spelling and use of language continued to be somewhat below age level.

I also conferenced with his father and related the child's destructive comments and strongly recommended that he seek help for his son. I referred him to the Student Assistance Program. As I found out in September, he had chosen to go through his pediatrician for referral.

During the school year, contact has been kept between the family therapist and the school. The child receives maximum service from the resource teacher. Approximately two months ago, the child was seen by a psychiatrist associated with the family therapist and diagnosed Attention Deficit Disorder with Hyperactivity. He was placed on medication. He participates in large and small group guidance and I see him individually. At one point, the school has had to make a report to Child Protective Services due to an injury sustained by the child, however, no intervention was taken.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

Since drug treatment began, the child's academic progress has improved. He is better able to stay on task and he is able to work on his fine motor skills. He is, however, still reading at a first semester first grade level. His classroom behavior has become generally more acceptable.

At present, the resource teacher and I monitor him and I see him individually for self-esteem. We also work on cognitive tasks for attention span and fine motor control activities. The school still maintains contact with the family therapist and the father. His father has been very diligent about continuing to seek help for his son. Over the past several months, the child has become much more secure. He exhibits far less anxiety over school problems and the loss of his mother. He seems to be showing more confidence and school appropriate behavior. His progress is evidenced in one way with his successful completion of a point award system. This behavior plan was started with a goal of 500 points and he is now up to 3000. He is still very willing to continue working on this behavior plan.

While this family is still considered "at risk" and the child may be placed in an alternative classroom next year, I feel that through all of our efforts we have enabled this child to function in the school setting, and we have aided in an improved home situation.

Systematic Case Study

School (Check One):	Smoother Sailing	X	Date:	March, 1989
	Regular Program			

1. Statement of the Problem:

The child is an eight year old in the third grade. Referral was initiated by the child, who appeared at my door early one morning saying, "I must talk to you today, it's really important." The child's affect was sad and teary rather than joyful and outgoing as is her usual nature. The child and I have a close relationship previously established during an eight-session small group. Concerned, I made an appointment with her for later that day.

Counselor's note: The child is the first born of an upper middle class couple. There are two younger siblings. This is a traditional first marriage. Both parents are college educated. Mother does not work outside the home.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

I consulted with the school nurse who reported that the student had been absent frequently lately. This information might be significant or may only reflect a concurrent flu epidemic.

I then checked briefly with the classroom teacher who reported no noticable changes in her.

3. Interventions (i.e. counselor's role and procedures used to help the student):

The child described the problem as, "mom and dad fighting all the time." As she talked, it was clear that there was significant tension in the household. Stressors had become more intolerable with each passing month. According to the child, her father came home from work very late and sometimes not at all. Her mother had become irritable and impatient with the children. On two occasions, her mother had gone out late at night to follow her father. She took the children in the car with her. One of these times found the father in the company of a women. The children witnessed an argument among the three adults. The child also told of excessive drinking. She said, "I think my daddy is an alcoholic and I'm afraid my parents are going to get a divorce."

The primary intervention centered around the child's feelings regarding her parent's troubles. We met three times weekly for 25 minute sessions. During this time, we discussed the nature of alcoholism and the child's powerlessness. We focused on the fact that she did not cause any of this nor could she cure it or control it. She could cope, however, so coping skills were learned and practiced.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

I gave the student a copy of the book, My Dad Loves Me, My Dad Has a Disease, which talks directly to the child in an alcoholic family. Several days later, she returned the book. She said it helped her understand why both her parents were acting the way they did. She also asked her parents to sit down and read the book with her. She reported that she had told her parents how scared she felt. According to the child, her father cried.

The child and I "check in" with one another on a weekly basis. At this writing, her parents are seeking marital counseling. Though he still drinks, the father drinks less and is coming home from work on time. She reports that "things are better now."

School (Check One): Smoother Sailing X Date: May 15, 1989
Regular Program

1. Statement of the Problem:

The teacher reported that the child (a fourth grade boy) was not getting his homework in. Occasionally, he would find it in his desk later while he was looking for something else. The teacher was convinced that he actually forgot when he had done it because he would not have had time to do it and plant it in his desk. She also noted that he would assume the posture of a reader but she could tell he was not really reading. He would appear to be daydreaming often and would not know what was going on in the class when he was called on to answer. She felt his ability was far above what he was demonstrating in class.

*Name has been changed to protect student's identity.

2. Data collection (instruments or methods used to identify the nature and severity of the problem such as student checklists, teacher checklists, attendance, parent feedback, etc):

The child's teacher knew that his parents had been divorced two years ago and he had been severely burned on his legs while playing with gas about a year earlier.

In a conversation with his mother, I found that she felt her son had recovered well from the divorce and his trauma with the gasoline explosion. She felt this way because he was not throwing fits and talking about the accident any more. She was frustrated with his grades and his lack of responsibility, especially compared to his sister who is a year younger.

3. Interventions (i.e. counselor's role and procedures used to help the student):

The child was scheduled to visit with me once a week. He expressed some concern about his mother's boyfriend. He also related dreams that he had about worms crawling out of the scars on his legs. He said he often thought back to the day he was burned and what he should have done to avoid his injuries.

He was also scheduled to report three days a week on his homework completion. A chart was kept with squares stamped by him when his homework was completed and handed in on time. When six stamps were recorded, he would earn 15 minutes of freetime in the gym with me.

He was also informed that his teacher was aware of his lack of attention to his reading and other studies during the day.

4. Results (include documentation to demonstrate the outcome of the procedures described in step 3 above such as follow up administrations of student and teacher checklists, attendance, and parent feedback, etc.):

As the child related his dreams and discussed his fears of people seeing his scars, he reported a decline in the number of times the dream reoccurred. He was very concerned about homework and missed only three times the second semester. His teacher reported that he appeared to be seriously reading and concentrating on listening. She felt his contributions to discussion and improved work habits backed up her observations.

One indication of his improved acceptance of his burn scars was when he brought photos of his legs to me to show to another boy who was having a fascination with fire and constantly having to be watched by his parents because he would set things on fire.

Appendix H: Counselor Activity Profiles

Counselor Activity Profiles

Type of Contact	Smoother Sailing			Non Smoother Sailing				
Student	Average	Total	SD	Average	Total	SD	t	df
Individual	18.70	500	13.55	18.82	375	13.71	-0.13	
Small Groups	9.21	801	6.92	7.14	374	6.11	4.59*	873
Classroom	6.10	803	4.45	7.51	374	5.94	-4.03*	875
Staffings	0.33	496	0.75	0.17	370	0.44	3.68*	864
Observations	0.60	482	1.07	0.50	341	1.04	1.32	
Staff								
Principal	3.66	480	3.37	3.11	376	2.83	2.52	
Teacher	13.30	504	12.25	14.38	362	14.53	-1.19	
In-Service	0.29	492	0.55	0.18	368	0.45	3.26*	858
Committee Mtgs.	0.61	499	0.90	0.40	370	0.72	3.60*	867
Other Contacts	1.74	486	20.70	1.03	366	1.47	5.54*	850
Support Team Consult.	1.02	500	1.45	1.47	370	1.95	-3.91*	868
Parents								
Telephone	2.40	492	3.04	2.28	374	2.74	0.64	
School	1.85	485	2.40	1.72	351	2.37	0.74	
Home	0.06	466	0.28	0.07	373	0.34	-0.67	
Group	0.05	496	0.23	0.04	365	0.19	1.09	
Letters	0.60	474	2.90	0.48	371	1.85	0.71	
Community								
Referrals Made	0.76	486	4.08	0.56	342	0.93	2.83	
Presentations	0.19	495	0.47	0.13	365	0.41	2.23	
New Referrals Received	2.05	486	3.10	3.58	365**	3.77	-6.46*	849
New Referrals Met	1.72	485	2.50	2.13	371	2.53	-2.37	

*$p \leq .001$

**Difference between the number of referals received and the number net reflects inacuracies data recording

Appendix I: Building Administrator Evaluations of the Elementary Counseling Program

Building Administrator Evaluation of the Counseling Program

Item	Ave. (Tot)***	Ave. (SS)	Ave. (NSS)	t	df	p
A counselor developed, organized, and implemented the elementary guidance program at my building.	1.62	1.20	1.88	-2.24	24	0.030
A counselor provided services beneficial to most teachers in the school.	1.38	1.10	1.56	-1.57	24	0.130
A counselor assisted teachers in meeting the personal and social needs of all children.	1.96	1.30	2.38	-2.57	24	0.020
A primary focus of the counselor was developing appropriate interpersonal skills.	1.73	1.50	1.88	-1.21	24	0.240
A counselor provided services and activities of benefit to all students attending the school.	1.77	1.10	2.19	-2.86	24	.009*
A primary focus of the counselor was developing appropriate intrapersonal skills.	2.00	1.60	2.27	-1.70	23	0.100
Counseling activities sensitized teachers to the personal needs of children.	1.96	1.67	2.12	-1.25	23	0.220
Counseling activities contributed to creating an atmosphere conducive to learning.	1.65	1.20	1.94	-2.20	24	0.040
A counselor helped in the early identification of students with "special needs".	2.27	1.50	2.75	-3.63	24	.001**
A counselor helped children cope with stressful life transitions such as divorce, middle school, death, etc.	1.38	1.00	1.62	-2.22	24	0.040
Counseling activities had a positive impact on student achievement.	1.96	1.60	2.19	-1.85	24	0.080

Building Administrator Evaluation of the Counseling Program

Item	Ave. (Tot)	Ave. (SS)	Ave. (NSS)	t	df	p
Counseling activities contributed to decreasing the number of student suspensions.	2.19	1.70	2.50	-2.59	24	0.020
Counseling activities contributed to reducing student absenteesim.	2.32	1.89	2.56	-2.16	23	0.040
Counseling activities contributed to improving student work habits and study skills.	20.40	1.50	2.38	-3.04	24	.006*
Counseling activities contributed to developing better home/school rapport.	1.50	1.10	1.75	-3.25	24	.003**
Counseling activities contributed to developing better teacher/student rapport.	1.77	1.50	1.94	-1.73	24	0.100
Counseling activities contributed to reducing the number of disciplinary referrals to the principal.	2.19	1.90	2.38	-1.62	24	0.120

*p ≤ .01

**p ≤ .001

***(1=strongly agree, 5=strongly disagree)

Appendix J: Building Administrator Comments

Building Administrator Comments Regarding the Elementary Guidance Program

Building Administrators of Smoother Sailing Schools

I can't say enough about the positive influence our counseling program has on the total school.

Our elementary counseling program is heading in the right direction. It has become a program we cannot afford to be without. Although I do a lot of counseling, I really don't have the time to follow-up as I should.

Having a counselor in the building on a full time basis has impacted staff, students, and parents. Teachers can continue to instruct knowing that there is a counselor in the building who will provide immediate service to a trouble student. The counselor has a curriculum that is student oriented. She capitalizes on academic and social skills which provides students with a balance to cope with life. Finally, she has developed a trust level with parents. Her programs provide parents with resources to assist them. She utilizes active listening skills with parents as opposed to articulating judgmental statements which can put parents on the defensing.

Smoother Sailing has been such an interrelated program-- it would be difficult to be without it. So many students are helped in such a variety of ways.

One of the best things that has happened for elementary kids in years!

The Smoother Sailing program is an excellent program. I wish we had it in every school!

Building Administrators of Control Schools

I spend much time trying to counsel with students and parents. Children have been seeking me out this year. I even had a fifth grade girl ask me to conduct a group with children of divorced parents! I started to look into this, picked some materials and then she moved. I have worked since November with a girl who has crying spells daily. I finally convinced mom she needs help. We have a very serious need for some counseling in our building since we have none. I am willing to do whatever I can but I could never do what a trained counselor could do!

I'm concerned that we are a receiving school for District programs for "at risk" students, yet we have no counselor ! (Preschool, preschool handicapped, kindergarten enrichment, K-1, self-contained , etc.). We have experienced quite a number of student individual and group crisis intervention situations which we counseled with our available resources. Some parent and staff counseling needs have also occurred. I have made some referrals to the Employee Assistance Program and have made a few contacts with counselors at other schools.

If a counselor is not available, a full time resource person should be available such as a social worker,

Building Administrator Comments 3.

Counseling at the elementary level is critical. Our goal has to be one full time counselor at every school (Even at the expense of increased pupil-to-teacher ratio to fund.)

Our half-time counselor is frequently out of the building for workshops, inservices, and committee meetings that it defeats the purpose of servicing youngsters.

We are not a Smoother Sailing school.

Half-time resulted in the limited number of 2s and 1s (evaluation ratings).

We have an excellent counselor, but two days per week stretches her too thin.

A full time counselor is needed in each elementary building.

Appendix K: Teacher Evaluations of the Elementary Counseling Program

Appendix L: Teacher Comments

Teacher Additional Comments Regarding the Elementary Guidance Program

Teachers from Smoother Sailing Schools

The counselor assigned to my grade level did a very good job of meeting with children at scheduled times. She also helped with last minute situations when a special need arose.

A great help!

The students benefitted greatly by our counselor. The classroom guidance and individual counseling helped many of our very difficult home/school situations. We all wish the counselor could be available at the school full time! He is well planned and has an excellent rapport with the upper unit children in my classes-- he senses their needs and responds accordingly. The other counselors also have shown a strong dedication to helping students, parents, and faculty from this school through a tremendous transition year. They are greatly appreciated.

I feel the guidance program has been WONDERFUL! It has been very helpful to me as a teacher, to have someone to turn to help me with children who need guidance assistance immediately. I must also say that parents have asked if their child could see the counselor on a regular basis - they too feel it's important! I feel this is a successful program! Thank you!

We hope that we will be able to maintain our Smoother Sailing counselors. The entire learning environment is enhanced by their presence and support.

Smoother Sailing is an excellent program! As a classroom teacher I cannot possibly reach every student with all their needs. Our counselor worked with me on anything I requested. She even gave me personal counseling. My students loved working with our counselor. I really hope the Smoother Sailing program will continue to live. It is well worth the money that is being contributed to this program. Thank you Smoother Sailing!

It was very helpful to have a counselor at immediate disposal versus once or twice a week. My students were able to receive support when they needed it rather than days later. I also feel the counseling my students received was more thorough instead of a band aid for their problems.

I feel this program is extremely beneficial to children, parents, teachers, and the community as a whole. A child' primary concern is social and interpersonal relationships. This program helps children to understand themselves in relation to others. This program also benefits the family unit. Understanding and dealing with human behaviors is essential to growth. A happy, well adjusted child loves him/herself and thus is willing and able to learn and

continue growing.

Our counselor is very reliable.

The counselor in our building has done an excellent job. Our socioeconomic background is very low and my children have had to deal with divorce, separation, parents who need school support in their lives, behavior problems in the classroom, and many other factors that contribute to their learning environment. I've personally called upon our counselor many times to help a child in my classroom.

Our counselor has provided valuable assistance to the staff as well as students. Obviously, what benefits the students benefits us also. I would not be nearly as successful with some students without her knowledge and support.

I wish I could say that I have seen more positive results, but I honestly have not. The same problem people are a problem all the time.

After our counselor has taught a lesson, I often hear children making comments about what they have learned. I'm sure the program is making a positive impact on the lives of my students and others in the building. I know our counselor has helped several staff members with professional and personal problems.

I have really appreciated having a counselor in the building every day. She was able to provide immediate attention if a concern of behavior would start and several times was able to visit with a child. This was very effective.

Our counselor was a very "positive, up" person. She worked well with each and every student in my classroom. My students had the utmost respect for her and looked forward to her meeting with them. It's been great having a full time counselor!

Many children have personal problems that they need to talk about. The counselor was always there to assist in these matters. The counselor's impact, however, is often difficult to observe and measure, especially after only one year of the program! Certain items (on the evaluation) cannot be measured by an individual teacher. Other items are highly influenced by a multitude of factors. In some items a judgement is made based on only 1 or 2 experiences. Once again, after only a year's implementation, it's difficult to say how much an impact has been made. Overall, however, I would like to see the program continued so that students have someone with which to discuss their

personal problems.

I feel it is a good program. I unfortunately had my large and small groups scheduled on Fridays and as a result have missed quite a few due to meetings our counselor attended. I hope there won't be the number of meetings for her next year.

I have nothing but the highest praise for all that our counselor has done not only for the kids here at this school, but the greater community as well. She is a real credit to her profession. I would also like to thank the people for establishing such a wonderful program. It is a tribute to all the individuals responsible and has truly made a difference in the lives of these young people. THANK YOU!

Our counselor is extremely valuable to students, staff and families. The children respond so openly to her. The outcome of personal and group sessions cannot be fully measured. Lives have been powerfully changed.

I thought the program was very beneficial. One of my students was having frequent temper tantrums when he didn't "get his way". Today, the student seldom has tantrums, and they are less severe. This is just one example, I'm sure there are several others.

Our counselor is a miracle maker! Counseling makes a difference! Every elementary school should have one!

The counseling program at our school has been wonderful! We have had so much support and cooperation. The entire staff has a better attitude which, of course, reflects upon our students.

Having our Smoother Sailing counselor has provided us with a basis for a school wide effort to succeed at consistent, effective management of children. Our guidance of their overall development has also been strengthened. In addition, many students have been assisted, personally, with a variety of concerns, giving them options to effectively deal with those concerns.

This program we have needed for a long time. Results may not be seen for a few years, but more students know school staff care. The counselor helped many just by listening.

Smoother Sailing is an essential component to improving the learning atmosphere within our school. There is such a lack in coping, intrapersonal, interpersonal skills that much more, and more extensive work is needed so that these young individuals have the necessary life skills to achieve success in our world. Children of alcoholic households are phenomenally high - this needs to be better dealt with. These kids need additional skills via peer

support groups and teachers trained to deal with this issue.

Student self-esteem must be improved early to avoid many major problems which develop due to low self-esteem. This program is needed!

I could have used my school counselor full time in my classroom due to 10 troubled children. I am very supportive of her services and believe in the Smoother Sailing project.

I see no improvement whatsoever in student behavior since the introduction of the Smoother Sailing program. Counselors did not want to be involved in student discipline, they aren't required to perform any extra duties (i.e., playground), and their schedule is much more relaxed than that of the classroom teacher. In addition, most of their meetings are held during the school day. In my opinion, D.M. Public Schools would better serve the student population by spending the money on more teachers to reduce classroom size.

I think that the small groups should not be taken out of a basic skills class. They should be taken out of their specials (art, music, p.e.) It disrupts skills being taught.

It is great having Smoother Sailing in our school.

Smoother Sailing is an excellent program. The children look forward to the counselor.

A little disappointed in the program; would listen to student problems, but no help or action! Counselor gone 5x on Thursdays (when had whole class discussion), too many meetings or whatever! I had very few problems to take to the counselor - so, therefore, I didn't receive the help that perhaps others in the building received.

I would prefer more total class activities rather than so many small groups.

We had a fine counselor who had very good rapport with children. However, any carryover to the classroom was minimal. In my opinion, class-size is the key. It is impossible to adequately supervise and meet the needs of K-1 in a large class.

Our counselor was a fantastic addition to our staff. She was more than willing to help all children and did a great job of communicating with parents and staff. I considered her to be a real treasure for our building!

Counseling is needed, however, students spent a great deal of time away from pertinent academic concepts and discussion.

The presence and assistance of the full time counselor this year in our building was most effective in helping

students in serious need of family assistance. Parents were more receptive to seeking professional help in regards to the needs of their students.

The Smoother Sailing program was a "plus" here at school. Children learned early in the year that they could get "quick" relief from problems/situations. It was great! Hope it is available next year!

Teachers from Control Schools

I would like to have a counselor available to our building, especially considering we have a K-1 classroom.

We do not have the Smoother Sailing program in our building.

We were not given Smoother Sailing! We wanted it!

Smoother Sailing was not available at our building. We wanted it and needed it.

We don't have counselor services at our building. However, a counselor did some whole class instruction and was available for individual counseling when a child in may class died suddenly in a home accident.

The students benefit greatly from the counseling provided. We have missed having the assistance of a counselor this year. The students receive help/guidance with both specific individual needs and life, social-interaction skills. Many of the problems my students are facing are more severe than a classroom teacher has the expertise to deal with. The student assistance program is a resource that is helpful, but some families either don't see the need or do not choose to take advantage of this. We need counselors!

We were not a part of Smoother Sailing. Sorry.

I cannot evaluate the impact of the counselor-to-student ratio in the Smoother Sailing program as our school was not selected to participate in this program. This program could have been of great benefit to this school during the year.

We do not have a counselor. We need a counselor!

We need a counselor. Is it possible for our school to have one next year?

I feel it would benefit students and staff greatly if we could have a counselor at our school. Teachers spend a great deal of instruction time trying to "work out" personal and peer problems.

We have many children in our school who would benefit from counseling. As it is now, only the dire cases get to see a counselor. Some in my room would find it beneficial!

I wish that we had a school counseling program in our school. I feel that there were some situations that could probably have been handled more appropriately by a trained guidance counselor.

We had no counseling services at our school.

I am in a school without a counselor. This week alone, two students wrote in their journals that their parents are drug abusers. One parent wrote a note asking for help for her son because a family member had recently attempted to hang himself. I could go on at length about incidents that teachers must cope with. Even without the crisis situations mentioned above, children are coming to us from single-parent families, families where both parents work and are busy, etc. There should be no schools in this district that don't have guidance counselors.

There is no guidance program in our school. We have a social worker and a psychologist two half days a week. They are involved primarily in testing children and reporting to parents the results of the testing.

HELP!! My students have problems that I do not feel trained to help them with. Many appear to have very little parenting. The classroom teachers are unable to help their students as they would like. Personally, I feel depressed and over-stressed because I can't meet student's needs. We need a full time counselor!

I have two kindergarten half day sessions. We need counseling services at our school!

Every curriculum should reflect the needs of the community and society. Every student needs to learn coping skills. Smoother Sailing should be in every public school.

Our school has not been a part of this program and we need to be!! I have referred parents to the Student Assistance Program. I have at least seven children in my class of thirty that could use IMMEDIATE counseling for school related problems. Others have home problems that overflow into school. I feel OVERWHELMED as a classroom teacher dealing with all this outside stuff. It takes time away from my teaching! I've had to spend increasing amounts of class time to deal with respecting others, accepting others, and tolerating differences, self-discipline, responsibility, teaching children how to communicate needs in acceptable ways, overcoming use of inappropriate language and other negative attention-getting behaviors. I need support as a classroom teacher and I haven't gotten it except on a minimal basis. Our half day per week school psychologist is not even that any more! Now we have a person "on call". Well, folks, "on call" is not fast enough when you need them! Do you know that in my class of thirty students only sixteen live with two natural parents, thirteen live in blended families of all sorts,

and one is adopted. That figures 53% living with two natural parents and 47% not. I feel a lot of problems children have are rooted in dealing with these complicated family situations. Please send help! SOS! Immediately!

There is a definite need in our school for counselors! We need help now in elementary - with this help maybe we could eliminate a few problems or give the students skills to help solve future problems.

We have an increasing number of students who are living without both natural parents. The break-up of a marriage causes stress on the children. We seem to be having an increasing amount of fighting between students. Student disrespect for adults is becoming more flagrant. Our building needs to be considered when placing counselors. When a problem arises, the classroom teacher often finds it difficult to deal with a serious problem at the most appropriate moment.

Every elementary school needs a full time counselor assigned to it. Every school has children at risk, regardless of socioeconomic location. Des Moines Public Schools really missed the boat not placing counselors in every building. How can we justify having counselors in some elementary buildings while other have none? Some children come from homes where income can't provide counseling (these children have no school counselor to talk with, either). All children, regardless of sex or ethnic origins should have access to a school counselor!!!

We need a full time counselor. Our school has several students in every classroom that have home or peer problems.

The counselor assigned to our school spent 1/2 day a week at our school. Her work load was impossible for her to do much more than staffings and occasional observations or talking with a child in preparation for staffing. She made home visits if parents had no phone, or if necessary for any crisis. She did her best, but the assistance to teachers and children has been minimal. Staffings take much too long due to the number. I recommend four at the beginning of the school year, they were not completed until March and April. There is a desperate need for more counseling services in our area of town. The large number of children from broken homes with uneducated parents; low income, little parental guidance because single parent works outside of home; second or third marriages or multiple "boyfriends" living in homes; etc. Many of our children have changed schools several times before completing first or second grade. These are children who very badly need a listening ear or someone who can help them deal with real family crises - and there is no trained counselor available most of the time! If a full time

counselor was assigned to this school, he/she would very quickly be overloaded with referrals in my opinion.

We need one badly!

The real question is "how much of my time is left for direct teaching?" A second grade student on our building related to his teacher one day that his daddy was "in prison for murdering a guy, but it really wasn't his fault." Is the similar message being sent through our have/have not counseling programs? We don't provide counselors for all schools, but it really isn't our fault. Whose fault is it? How many students in the schools not served are crying out for help and assistance? These issues are too important to rely on the benevolence and altruism of the business community.

Our school has been without a counselor during this school year. I have had a class with many needs that a counselor could supply. I believe that all elementary schools should have a counselor at least half time.

When a situation arises with the group we immediately have a discussion and guidance. When an individual child has a problem, I talk one-to-one with the child to investigate and state the problem together and work out a solution between the child and me. I also used jurisprudential inquiry in solving whole group problems. (This was presented in Elements of Effective Instruction.) I am not positive about the hours used to counsel because some of it occurred as we worked in groups. The elementary guidance program should have a counselor in the building every day, available to students and teachers in order to be effective.

Our psychologist assumed some of the duties of a counselor by providing some small group activities and individual counseling to our most troubled youth. However, many requests by our teachers were turned down because her time was already taken. One of my young students who was emotionally and socially immature needed year-long counseling, yet only received 8 weeks. In addition, a social problem within the class that could have been remedied with a combination of counseling activities resulted in the principal working with 15 students and their parents after all "in-class" options had been tried.

Having worked in buildings with a counselor, it is sad to see buildings without a counselor, such as in the case this year. Students need counseling to deal with some of their problems. I hope this can be cured in the future.

Do not have counselors in building. If we did, many of my class would take advantage of it.

We do not have a counselor assigned to this school except for a counselor from AEA 11 for a very limited

amount of time each year. This school has a great need for a full time counselor.

We have only limited counseling services provided by Heartland. I feel that this is an inadequate arrangement.

I am puzzled about the question on counselors. We did not have any until the last quarter of the year when a counselor from Heartland started coming one half day a week. We have over 460 children from a wide background, and yet because the numbers didn't work right (1 counselor for 200 kids), we weren't part of the program. I can assure you there is a dire need for counselors at our school. About the hours I spend counseling. This year has been one of constant counseling.

This year, this school could have used the services of a counselor. We feel that Smoother Sailing is a program that we need to be a part of.

I think a proportionate number of counselors would be very beneficial to our children.

At this time our school has no counselor. I have served students who would benefit greatly from counselor service. Whole class activities are beneficial.

We need a counselor!!!

We have greatly missed having a counselor in our building this year!

We did not have a counselor, but we could have and would have used one extensively. Many children's needs were not addressed because no one was available.

We currently don't have a counselor at this school this year. However, we desperately needed one. The less than 30 minutes I spend a day counseling with children doesn't seem like much, but when you look at 15-20 minutes over a week or a month, that's a lot of time invested.

<u>Teachers from Non Smoother Sailing Schools</u>

I do not have the counselor come to my room on a regular basis because my children are not all students from this school. It is assumed that they receive services at another building (their home school). But our counselor has been a resource person for me. I wish she could be in our building full time to help with my children and all of the children at this school with special needs. There is truly a need at our school.

We are not involved in the Smoother Sailing project. At this school we have a part time counselor and the Hug Lady. We are happy with the services we have but feel a full time counselor is needed at the elementary level.

We need a full time counselor at our school. Because of the half time position, I talked with the counselor on the phone at night. I also think meetings pulled our counselor out of the building on the days she was to be here.

The small group meetings were especially helpful to students where parents were recently separated or divorcing.

We need to have a full time elementary counselor in our school!

Our counselor was overwhelmed with referrals and could not even begin to touch the problems many of our children were experiencing. One counselor in a building of over 400 children was not reasonable.

When effective, I think a counselor in the building is extremely helpful.

Our counselor is new this year. She is learning the ropes and getting to know the children. If she is to be an influence in their lives she needs to be here more than 2.5 days a week. I feel it takes at least a year to establish rapport with students (if you don't see them day in and day out) and staff.

Our counselor really didn't have enough contact hours with students to provide the ongoing types of intervention that our school needs.

I feel the counselor plays a significant role in the school system, and I would like to see one in every building. In today's society, a child has many outside factors to contend with, which, in many cases, affect his attitude and ability in the classroom. Until these underlying causes are dealt with, the child may never find true success in life, therefore a counselor is essential!

We have noticed nothing different with Smoother Sailing. I talked with several teachers. Perhaps it's more a difference in junior or senior high?

Elementary counselors should have been in the District's program a long time ago.

The class I had this year had many students with emotional, social, and personal problems relating to family situations - divorce, step-parents, physical abuse. Our school counselor met with the entire class concerning positive peer interaction. I felt this was very beneficial for the class but could have continued for many more weeks except the counselor's schedule was so overloaded. Building a positive self concept was a major goal for many individuals in this class.

The children in our building feel free to ask the counselor for help if they need it. They put a note in her box or tell the teacher and she puts a note in the counselor's box. The counselor then contacts the child and they get

together to talk about the problem.

We have very limited time for the counselor in our building. I have had crisis counseling problems and did the counseling myself because our counselor is here very little. We need more counseling time.

Our counselor is very supportive of the staff. She works well with students and shows a genuine concern. We need her at the school on a full time basis.

We need a counselor available five days per week (even if he/she isn't scheduled to be with groups). A counselor should staff a "time-out" plan in each building. Our counselor is a talented person, who is certainly in the right field of work. We think she's great!

Counseling at the elementary level is of utmost importance. Children have more and more adult problems placed upon them. They need extensive positive encouragement and guidance in working through problems. Many children are emotionally injured to the extent that personal self-esteem must be nurtured before motivation for learning begins.

I wish I had more time to counsel my children. I feel the counselor did his best but he wasn't always there to help when needed. Could some funds be used to give teachers a couple of free periods a week to help students? Give us some more skills in dealing with the day to day problems, I feel this would be great! Our counselor was new. H did the best he could do. He cares about the kids!

I think Smoother Sailing is a great idea if you have a good counselor. We seldom see our counselor. The person does not follow any schedule, does not do any total group, and is never around when needed.

Considering the number of children trying to cope with various traumas in my class, our counselor, though skilled and caring, doesn't have the time to affect significant change. Traumas some of my children have carried to school this year include: one identified student dealing with sexual abuse; another recently admitted for inpatient psychiatric care with history school was not aware of; one student displaced when home burned down; and another who moved back and forth between relatives when home was not adequately heated this winter. A two hour a day L.D. resource student in a difficult home situation, a student on waiting list at child guidance, and a student picked up for shoplifting round out the list of most needy. Our counselor has seen each of these students but there isn't enough time for the on-going supportive relationship some hurting children need time to facilitate learning.

Students and teachers in our building would benefit greatly from expanded guidance activities.

Our counselor was fantastic! I hope next year we can have more counselor time in our room.

This counselor has been much more available than our previous one. Every moment of her day is filled caring for/with children. The children can hardly wait to at least see her in the building.

I believe this form is for schools already in Smoother Sailing program. Our school does have a counselor (and a good one), but only part time. Having to answer this form as if we are in the Smoother Sailing is very difficult, if not completely skewed.

I think counselors at the elementary level are needed desperately. These children have many problems they can't cope with by themselves.

Students have benefitted from all forms of counseling. Students have sought out our counselor for discussion of personal problems. Many are disappointed on days when none is available.

In the complicated world of school, I can't imagine trying to teach without the aid of the counselor.

We have an excellent counselor. Some years I have more need for a counselor than others. Our counselor usually finds time for individual needs very soon after the problem is brought to attention.

I feel elementary teachers build into their lessons counseling skills. We need more counselors in our schools. Teachers can be role models and try to teach these skills but we need help.

In our building our counselor primarily provided services to students in groups of 5-6 students once a week for a 6 week period. The students were given a survey, and I grouped them for these sessions according to common interests. A couple of students asked to visit the counselor during the year. I do not see our program as helping very many individual children with individual problems.

One counselor is not sufficient enough for our building. We could stand some extra people here.

I feel that we need an additional counselor to meet our needs. It is not possible to serve all the students in need of service.

I had to look on my building staff list in March because I did not remember the counselor's name. Several class sessions were scheduled but the counselor didn't show up or let me know she wasn't coming.

The counselor in our building is excellent and has good rapport with the students. However, we have many

students in our building that need individual or small group counseling that our counselor cannot provide because of lack of time. We need a full time counselor, if not a full time plus a part time counselor.

If there is only so much counselor time, I prefer that they meet individually with children having problems, rather than in large group.

I think with all the emotional problems children have at home and bring to school with them, we need lots more help--should not cut any.

Counselor is spread too thin. Doesn't have enough time in building to really make a difference.

I believe strongly in the value of Smoother Sailing and elementary counselors. Unfortunately, the counselor we have is fairly worthless. The teachers provide most of the truly effective counseling and interventions and parent/home outreach.

I often question a counselor's statement, "I can't do anything for that child".

Our school needs a full time counselor! We have a lot of children with serious needs.

Although I have some personal disagreements with some of the topics and techniques used in the counseling program, I do believe that the counseling time is beneficial to the children in building interpersonal relations.

We have an excellent counselor, but since the position is part time, there is not enough time to handle all problems satisfactorily.

This is an excellent program. I would like to see it continued and expanded. Our counselor could have done more on a small group and individual basis, but could not due to time pressures, i.e., he is counseling here 1/2 time. He was able to assist me with groups of children having problems getting along together outside the classroom. It should be noted regarding item #10 and 11 (on the survey), that this school does not have a large problem with suspensions and absenteeism.

As a teacher I felt frustrated at times when our counselor was scheduled for meetings. I realize it is the first year for the Smoother Sailing program, but he missed on those days.

We have a new counselor in our building this year. I felt that she needed some assistance in developing her curriculum and age appropriate activities.

It is greatly needed each day in our building, not just now and then.

The service elementary counselors provide has been most beneficial to the education program. Though services have been limited and counselor-to-student ratio is high, a positive impact has been felt within the school. Self esteem plays such an important role in the learning process and I know that counselors have helped them tremendous in this area!

I feel our school is very lucky to have a counselor. We have such a great need for her services that I wish we could have her full time. She's been a great help!

A counselor is needed full time in each elementary building. Children have come up to me and said "can I go see the counselor?" I said, "She is not here today because she's at another building."

Third grade student came to me when she was not here. She didn't have time to meet with groups many times as she was needed in crisis intervention. Small group time not met with weekly as time was interrupted by many meetings, crisis problems, etc. Had several incidents with family problems: cancer of parent; drugs in family; family breaking up. She was unable to help as she did not have the time or was not here.

Appendix M: Pre and Post Administration Results of the Needs Assessment Items on the Student Survey

Pre and Post Administration Results of the Needs Assessment Items

Item (Prescores)	Smoother Sailing			Control			Non Smoother Sailing			Total			Analyses	
	Yes	Uncert	No	Yes	Uncert	No	Yes	Uncert	No	Yes	Uncert	No	X2	P
How to take care of myself	32.70	15.20	52.10	40.20	25.70	34.10	20.10	24.00	55.90	30.00	22.60	47.40	40.36	0.0000
How to cooperate and work in a team or group	28.70	11.60	59.80	34.00	14.90	51.10	19.90	16.70	63.50	26.80	14.90	58.30	16.46	0.0020
How to be a successful student	35.20	17.60	47.30	50.00	21.80	28.20	26.00	29.90	44.10	36.60	24.30	39.20	42.87	0.0000
How to get along with my teachers	32.10	10.30	57.60	41.50	13.80	44.60	20.10	14.10	65.80	30.40	13.10	56.50	34.32	0.0000
Organizing my school work	31.50	17.60	50.90	38.60	17.80	43.60	27.90	15.10	57.10	32.50	16.60	51.00	10.83	0.0300
Taking notes in class	21.30	28.70	50.00	39.10	20.30	40.60	28.40	22.00	49.50	30.60	22.90	46.50	17.43	0.0020
How to stop daydreaming	29.10	15.20	55.80	39.70	17.60	42.70	26.90	17.90	55.10	31.90	17.20	50.90	13.62	0.0086
How to deal with my feelings	35.20	18.80	46.10	39.50	22.20	38.30	29.60	26.00	44.40	34.30	23.10	42.60	8.48	0.0754
How to like myself	26.10	10.90	63.00	35.90	12.20	51.90	23.70	16.70	59.60	28.60	13.80	57.60	13.71	0.0083
Changes I'm going through	28.70	23.80	47.60	42.70	27.10	30.20	31.40	25.60	42.90	34.80	25.70	39.40	17.44	0.0016
How to be a good winner and a good loser	24.30	12.10	60.60	35.20	17.20	47.50	18.20	15.30	66.60	26.20	15.30	58.50	26.72	0.0000
How my behavior gets me in or out of trouble	28.20	21.50	50.30	34.20	26.90	38.80	26.00	20.20	53.80	29.40	22.90	47.80	13.35	0.0097
Boy/girl relationshps	22.00	20.70	57.30	35.90	22.90	41.20	28.00	20.70	51.30	29.50	21.50	49.10	13.27	0.0100
How to make friends and get along with others	36.00	13.40	50.60	43.10	14.90	42.00	22.60	15.60	61.80	32.80	14.90	52.30	30.11	0.0000
How to give and receive compliments	29.90	13.40	56.70	36.50	21.50	41.90	19.40	22.60	58.00	27.80	20.20	52.00	28.12	0.0000
How to deal with criticism	24.50	25.80	49.70	36.50	29.20	34.20	28.80	23.10	48.10	30.60	25.90	43.50	15.41	0.0039
Groups, gangs, and cliques	26.80	22.00	51.20	34.00	21.40	44.70	21.90	19.70	58.40	27.30	20.80	51.90	13.06	0.0110
How to handle "Put Downs"	31.70	20.10	48.20	43.10	19.10	37.80	26.40	22.20	51.40	33.50	20.60	45.90	18.85	0.0008
Physical and sexual abuse	26.80	8.50	64.60	24.10	18.80	57.10	17.40	11.00	71.60	21.90	13.20	64.90	19.88	0.0005
How to talk and listen to others	31.50	13.30	55.20	30.90	17.90	51.10	21.50	14.10	64.30	27.10	15.30	57.60	12.51	0.0139
Solving problems and making good decisions	33.90	19.40	46.70	43.50	25.60	30.90	28.00	21.20	50.80	34.80	22.40	42.80	25.81	0.0000
Accepting differences in myself and others	27.90	23.00	49.10	31.80	28.00	40.20	18.60	23.20	58.20	25.40	24.80	49.80	21.03	0.0003
How to say "No" to friends and still be friends	40.60	16.40	43.00	51.30	16.90	31.80	35.70	19.00	45.30	42.30	17.60	40.00	15.89	0.0032
Preparing for a job	35.80	20.00	44.20	56.10	17.90	26.00	32.80	25.40	41.80	41.70	21.50	36.70	37.24	0.0000
How to get along with adults	32.10	17.60	50.30	34.90	20.70	44.40	24.40	19.00	56.60	29.90	19.30	50.90	10.20	0.0372
Drug and alcohol abuse	28.00	8.50	63.40	34.60	13.10	52.30	29.50	10.70	59.70	31.00	11.10	57.90	6.14	0.1886
How to be a good leader and a good follower	31.70	10.40	57.90	38.90	20.60	40.50	27.40	17.10	55.50	32.50	16.80	50.70	20.65	0.0004
Middle school	44.20	19.40	36.40	64.10	14.90	21.00	49.50	21.50	28.90	53.50	18.70	27.80	21.38	0.0003

Pre and Post Administration Results of the Needs Assessment Items

Item (Postscores)	Smoother Sailing			Control			Non Smoother Sailing			Total			Analyses	
	Yes	Uncert	No	Yes	Uncert	No	Yes	Uncert	No	Yes	Uncert	No	X2	P
How to take care of myself	29.80	12.10	58.10	30.20	20.90	48.80	28.80	20.20	51.00	29.60	18.40	52.00	4.94	0.2940
How to cooperate and work in a team or group	29.00	14.56	56.50	30.10	15.00	54.90	29.80	11.60	58.60	29.70	13.50	56.80	1.16	0.8845
How to be a successful student	29.80	14.50	55.60	33.70	23.30	43.00	29.90	21.30	48.70	31.20	20.30	48.50	5.78	0.2161
How to get along with my teachers	26.80	17.90	55.30	27.50	12.30	60.20	26.90	13.70	59.40	27.10	14.30	58.70	1.99	0.7373
Organizing my school work	31.70	17.90	50.40	30.80	16.30	52.90	28.80	20.70	50.50	30.20	18.50	51.30	1.38	0.8474
taking notes in class	17.10	31.70	51.20	36.00	23.80	40.10	27.90	23.40	48.70	28.00	25.60	46.30	13.91	0.0076
How to stop daydreaming	30.10	13.80	56.10	25.70	22.20	52.00	30.80	17.70	51.50	28.90	18.30	52.80	4.07	0.3971
How to deal with my feelings	28.50	14.60	56.90	36.80	24.00	39.20	29.10	24.00	46.90	31.60	21.60	46.70	10.80	0.0290
How to like myself	26.00	17.90	56.10	28.30	16.20	55.50	29.10	16.30	54.60	28.00	16.70	55.30	0.44	0.9790
Changes I'm going through	30.90	18.70	50.40	30.80	27.90	41.30	32.30	29.30	38.40	31.40	26.20	42.40	6.31	0.1774
How to be a good winner and a good loser	30.10	8.90	61.00	25.60	15.10	59.30	26.30	17.20	56.60	27.00	14.40	58.60	4.53	0.3385
How my behavior gets me in or out of trouble	25.40	17.20	57.40	29.80	21.60	48.50	30.80	18.20	51.00	29.10	19.10	51.70	2.80	0.5924
Boy/girl relationshps	25.20	25.20	49.60	34.70	22.00	43.40	30.80	21.20	48.00	30.80	22.50	46.80	3.37	0.4978
How to make friends and get along with others	28.50	13.80	57.70	30.20	16.30	53.50	25.80	22.70	51.50	28.00	18.30	53.80	5.08	0.2792
How to give and receive compliments	26.00	20.30	53.70	28.90	19.10	52.00	23.70	18.70	57.60	26.10	19.20	54.70	1.60	0.8082
How to deal with criticism	34.40	14.80	50.80	31.00	29.80	39.20	26.40	33.00	40.60	30.00	27.30	42.70	14.05	0.0071
Groups, gangs, and cliques	28.70	15.60	55.70	22.50	24.90	52.60	27.80	28.80	43.40	26.20	24.10	49.70	9.63	0.0471
How to handle "Put Downs"	29.30	16.30	54.50	31.80	21.40	46.80	30.90	20.60	48.50	30.80	19.80	49.40	2.12	0.7131
Physical and sexual abuse	24.00	14.00	62.00	23.70	17.30	59.00	28.40	17.30	54.30	25.70	16.40	57.80	2.39	0.6653
How to talk and listen to others	26.00	12.20	61.80	26.90	14.60	58.50	26.90	19.30	53.80	26.70	15.90	57.40	3.58	0.4657
Solving problems and making good decisions	29.30	17.10	53.70	31.60	26.90	41.50	26.50	24.00	49.50	29.00	23.30	47.80	6.26	0.1804
Accepting differences in myself and others	26.00	22.80	51.20	26.70	18.60	54.70	20.40	23.00	56.60	24.00	21.40	54.60	3.16	0.5309
How to say "No" to friends and still be friends	30.10	15.40	54.50	51.70	20.30	27.90	37.40	20.70	41.90	40.90	19.30	40.20	23.23	0.0001
Preparing for a job	30.30	25.40	44.30	39.30	27.00	33.70	33.00	31.50	35.50	34.40	28.40	37.10	5.28	0.2597
How to get along with adults	30.30	20.50	49.20	32.60	17.40	50.00	32.50	24.40	43.10	32.00	21.00	47.00	3.33	0.5045
Drug and alcohol abuse	27.00	8.20	64.80	20.50	16.40	63.20	26.40	13.20	60.40	24.50	13.10	62.40	5.65	0.2271
How to be a good leader and a good follower	31.40	14.00	54.50	27.30	18.60	54.10	28.90	20.80	50.30	29.00	18.40	52.70	2.65	0.6187
Middle school	41.30	26.40	32.20	61.60	18.00	20.30	43.70	31.00	25.40	49.40	25.30	25.30	18.25	0.0011